DOCUMENT RESUME

ED 361 492 CE 064 408

TITLE	You Can Be in a Group and Still Not Cooperate. Collaborative Approaches and Cooperative Learning Activities for Adult Learners.
INSTITUTION	Parma City School District, Ohio.
SPONS AGENCY	Ohio State Dept. of Education, Columbus.
PUB DATE	[93]
NOTE	120p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Learning; Adult Literacy; Classroom Techniques; *Cooperation; *Cooperative Learning; Educational Research; *English (Second Language); *Group Activities; *High School Equivalency Programs; Learning Activities; Literacy Education; Second Language Instruction; Teaching Methods
IDENTIFIERS	*Collaborative Learning; General Educational Development Tests

ABSTRACT

This handbook defines and describes the benefits of both collaborative approaches and cooperative techniques. An introduction uses watercolor marbling as a metaphor for collaborative approaches and cooperative activities. Section I provides research results regarding problems of adult literacy programs, skills employers want, and Bloom's taxonomy. Section II defines collaborative approaches to adult learning. Section III defines cooperative learning, highlights the five basic elements that need to be structured into a cooperative learning activity, describes structures for cooperative learning, lists aids to cooperative learning, offers troubleshooting suggestions, and provides personal and group evaluation forms. Section IV contains activities that have been designed, implemented, and evaluated by the Parma (Ohio) Adult and Continuing Education staff. The section on activities contains English-as-a-Second-Language, adult basic education, or General Educational Development activities. Each activity has the following elements: level, type of lesson, objective(s), materials, procedure(s), and extensions or variations. Any necessary materials or handouts are provided. Section V is a 33-item annotated bibliography. An appendix contains instructions for watercolor marbling. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 361 492

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T Sanders

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE064408

BEST COPY AVAILABLE

Table of Contents

ACKNOWLEDGEMENTS iii

PREFACE vi

INTRODUCTION

Marbling As A Metaphor 1

I. Research Results 5

a. Problems of Adult Literacy Programs 6
b. Skills Employers Want 7
c. Bloom's Taxonomy 8

II. Collaborative Approaches 10

III. Cooperative Learning 12

a. Definition 13
b. Five Basic Elements 14
c. Structures 15
d. Aids 17
e. Trouble-Shooting 18
f. Evaluation 19

IV. Activities 21

ESL 22
Adult Basic Education 51
GED 66

V. Annotated Bibliography 102

VI. Appendix 109

Marbling Instructions 110

Acknowledgements

ACKNOWLEDGEMENTS

This handbook was supported by the United States Department of Education and the Ohio Department of Education with funds provided under Section 353 of the Adult Education Act, P.L. 100-297 as amended. The opinions expressed herein do no necessarily reflect the position or policy of the United States Department of Education or the Ohio Department of Education, and no endorsement by these offices should be inferred.

Special Thanks to:

Carl H. Hilling, Superintendent, Parma City Schools
Nancy Bushman, Assistant Superintendent, Parma City Schools
Gary E. Loschelder, Director of Parma Adult and Continuing Education
John Sbatella, Supervisor of Parma Adult and Continuing Education
Roxann Hutchison, Project Coordinator and Trainer
Ellie Nurre, On-site Coordinator

Advisor/Consultant:

Nancy Padak, Professor, Kent State University
Joanne Leftwich, State Department of Education Consultant

Teaching Staff:

Jeanne Olson, Beginning ESL
Mike Sawyers, Beginning ESL
John Blockinger, Intermediate ESL
Debbie Holley, Intermediate ESL
Mario Vento, Intermediate ESL
Karen Kocka, Advanced ESL
Linda McCampbell, Advanced ESL and Outreach Centers ESL
Kathy Kroll, Beginning ABE
Sara Ledford, Intermediate ABE
Mary Lou Jeziorski, GED Lab
Marigene Margevicius, GED Math
Helen Poti, GED Language Arts
Richard Shaw, GED Math
Susan Sheehan, Reading/Writing Improvement

Secretarial Staff:

Barb Teidt
Jane Stebnar
Charlene Steffan
Kathy Oppenheim

Publication:

Bill Peck - Layout and Design
Parma High Print Shop - Printing

Special Recognition to the Administrators and their staff for recognizing the need for increasing the use of collaborative approaches and cooperative techniques in adult education classrooms. The following people and programs were involved in training and their input has allowed continuous improvement in developing cooperative learning activities for adult learners:

Catherine Thomas and the Greater Cuyahoga County Consortium
Judy Scherrer and participants at the Spring OAACE Conference
Anne Justice and the participants at COABE in New Orleans
Trude Rennick and Portage Lakes ABLE Program
Marita Deatsch and the Akron/Barberon ABLE Program
Sandra Daquila and the Willoughby ABLE Program
Nancy Catron and the Warren ABLE Program

Preface

PREFACE

There has been a lot of controversy about the definition of cooperative learning, collaborative learning, and group work. The research indicates that there is a definite difference between these three words. Even the dictionary doesn't define each of these words in the same terms:

a) group - an assembly of people or things.
b) collaboration - the act of working together.
c) cooperation - the act of working together with one another towards a common purpose.

So, "you can be in a group, and not cooperate!" Just because you are in an assembly of people or things doesn't mean that you are a participant. Even if you collaborate, you may not be able to work together towards a common goal. You need to want to collaborate or work together, however, the structure must be present to encourage you to work together to produce an effect.

This handbook will define and describe the benefits of both collaborative approaches and cooperative techniques. An annotated bibliography is included to encourage you to read the research and make up your own mind. Also, you can select activities from ones that have been tested in adult ABE, ESL, and GED classrooms. These activities have been designed, implemented, and evaluated by the Parma Adult and Continuing Education staff.

Please remember that cooperative learning is just one instructional approach; use it wisely and patiently.

Introduction

MARBLING AS A METAPHOR

It has been said that " art imitates life." It is my contention that sometimes life needs to imitate art. As an artist, I often contemplate and reflect on life while I am engaged in an art project. In fact, it is often the many stresses and problems of life that cause me to get involved in my artwork. One day, while experimenting with Suminagashi watercolor marbling, I came to some conclusions about the relationships of people that exists in our diverse communities and workplaces. This session also allowed me to gain some insights into the ways that educators approach learners in instructional settings. Some of these insights were significant in regards to collaborative approaches and cooperative learning.

Suminagashi watercolor marbling is the simplest and oldest form of art. Beautiful, freestyle patterns are formed by dropping inks mixed with a dispersant onto the surface of water. These inks float on the surface of the water, forming rings of color until they are blown or moved into swirled designs. The artist can then place a piece of paper gently onto the surface, and the pattern will print on the paper. These papers can then be used in many different projects. Many of the early nineteenth-century books were printed with original watercolored-marbled endpapers and edges. Currently, marbled papers decorate frames, books, jewelry, and boxes.

Interestingly, the colors never mix with one another in the marbling tray. When the new color is dropped onto the surface of the water, the previous color moves and

allows the other color to become part of the pattern. As more and more colors are added, each of the previous colors shift and adjust to accommodate the new colors. Yet, if the colors were mixed in the pan before being dropped onto the surface of the water, they would combine, obliterating each original color and become an entirely different color. I contemplated how similar some communities, worksites, and classrooms are to the paint tray outside the marbling tray. Many times people are expected to lose their identity, or color, and combine with others to become something different. The melting pot theory of immigration seems to be an example. People from different cultures arrive in America and are expected to assimilate to blend into the American culture. Sometimes, the mixing of the colors is so strong that the original colors leave no trace. Even in our classrooms, teachers often have expectations of what the students should be like and what they should learn. To be successful, students often determine what they need to lose of themselves to become what is expected of them. Those who do not choose to mix often dropout. They never experience a way to be part of the pattern without losing their identity.

The marbling tray offers another way to look at communities and classrooms. In the marbling tray, red stays red, blue stays blue, and green stays green. As each of the colors becomes part of the pattern, they adjust and shift to accommodate all of the colors. Students can keep their own identities and cultures; yet, they learn social, communication, and collaborative skills to be able to adjust and shift to become part of the pattern in the classroom or community. The pattern is richer because of the many different colors.

Another interesting aspect of the marbling process is the methods the artist uses to move the colors and the effect of those methods on the overall pattern. If the artist merely drops the color onto the surface of the water, the colors just keep spreading out in concentric circles, never really making a pattern. However, if there are bumps in the bottom of the tray, such as in a photo tray, there is enough tension in the water to cause the colors to shift and bend. Also, the artist can gently blow on the surface of the water to provide enough tension in the water to cause the colors to move. Similarly, in a classroom, the teacher needs to provide activities that create enough stimulation for growth. The students need to be placed in situations that force them to learn social, communication, and group effectiveness skills. However, caution must be heeded because just as the colors in the marbling tray will break apart if the artist applies too much force, so can the student lose self confidence and desire to learn if pushed too quickly or forcibly.

In addition, so many variables affect the marbling process that the artist often performs several trials and errors before experiencing success. If too much dispersant is added to the color, it spreads out too far; and likewise, if too little dispersant is added, the color doesn't spread out enough. The temperature of the water can cause the colors to sink or float. The size of the tray as well as the level of water affects the pattern. Some papers will take print very dynamically, while the print on other papers is a very weak representation. These variables and their outcomes offer some reflections on classroom conditions. The "climate" of the classroom can make a student feel welcome or unimportant. Often the teacher can set the tone for the classroom; input can be valued, and participation encouraged. Sometimes, teachers are reluctant to allow the learners to share in leadership roles in the classroom; they maintain an authoritarian role and

believe it is their sole responsibility to transfer learning. A very large class can be difficult to handle, while a small class may not allow for the extensive dialogue that can take place in a larger group. Depending upon the activities, some students experience learning that is totally applicable to their own lives, while for others learning is only momentary, fading quickly after the student leaves. Too much of this or too little of that can mean very different results; a teacher must be as skilled, creative, responsive, persistent, and patient as an artist in the marbling process.

Finally, each paper that is printed in the marbling process is different. No two are ever identical: similar, but not exactly the same. The colors that are used, and the ways that the colors shift and adapt to each other affect the final outcome: the print on the paper. Learning is a dynamic, changing process; each learner offers a different perspective to the class, and the participants reaction to each other affects the final outcome of that class. Everyone is important; the outcomes of the class depend on who attends and how they interact with one another.

Often an artist expresses his or her reactions or feelings about life through his or her artwork. By reflecting on the marbling process and using it as an imagery to analyze the ways in which we relate to one another, we have a chance for "life to imitate art." Some of the positive results from the marbling tray can offer examples for collaborative approaches and cooperative activities in our classrooms. I have started almost every Cooperative Learning Training with a demonstration of Suminagashi watercolor marbling. The dialogue that takes place among the teachers extends much further than I have just documented. Take some time to experiment with the marbling process; the instructions are included in the appendix. Then, as you read this handbook, please remember to keep an open mind; consider the research and the activities and reflect upon what might work in your classroom. You do not have to change your "color" to become part of a trend towards collaborative approaches and cooperative activities. This instructional approach offers so many positive outcomes that it is worth the effort to research the barriers, objections, and obstacles.

Submitted by Roxann Hutchison
Artist, Teacher, Trainer
(Article in review for publication)

Research Results

PROBLEMS OF ADULT LITERACY PROGRAMS

Based on the current research about adult learners and the experience of many adult educators, many of the practices that exist in adult literacy programs violate the principles of learning for adults. The following are the main problem areas:

1. Many programs ar funded and operate on the assumption that literacy can develop in a short period of time. Unfortunately, to compete for funding, many programs focus on numbers. Often this can result in literacy training that fades after a student leaves the program. Literacy development takes time to determine how the program can facilitate learning for the student. Becoming part of the instructional process takes time for both the student and the teacher. Pre-packaged programs many times do not meet the needs of the adult learner and rarely transfer skills to real-life situations.

2. The focus has been on individualized learning; a misconception exists that idividualized learning means learning in isolation. Individualized should mean that the learning is sturctured around the individual needs of the learner, however, the activities involve interaction and vocalization.

3. Many programs fail to recognize the value of the learner's experience and background. Lessons are planned according to the material that needs to be taught. There is often little time to conduct a needs assessment of the class to determine where the strengths and weaknesses exist. With open entry and open exit, often the makeup of the class changes weekly; this makes it difficult to interact with individual learners.

4. Many materials used in adult programs are not meaningful to adult learners. Because of lack of funding, many programs use leftovers from other classes, often elementary or secondary materials. Even some of the commercial materials for adult learners are merely elementary materials in disquise.

5. Many instructors feel the sole responsibility for "giving knowledge" to adult learners. This attitude is based on the theory that learning is transferable.

Kazemak, 1988; Knowles, 1990; Soifer, Irwin, Crumrine, Honzaki, Simmmons, and Young, 1990.

SKILLS EMPLOYERS WANT

Often adult literacy programs center their instruction on basic competency skills. Yet, according to employers, basic compentency skills is only one of seven skills that make an adult successful in the workplace. These skills are:

Learning to Learn

Basic Competency Skills

Communication Skills

Adaptability Skills

Developmental Skills

Group Effectiveness Skills

Influencing Skills

Survey by the American Society of Training and Development and the United States Department of Labor

BLOOM'S TAXONOMY

Management consultant Robert F. Lynch states, "Our entire educational system is designed to teach people to do things the one right way as defined by the authority figure. We are taught to recite what we hear or read without critically interacting with the information as it moves in and out of short-term memory. In this exchange, the information leaves no tracks, and independent thinking skills are not developed" (Bonstingl, 1991).

In 1988, the GED TESTS were rewritten to include questions that reflected the higher level thinking skills on Bloom's Taxonomy. Yet, teachers in adult classrooms often restrict their questions to the lower levels of knowledge and comprehension. About 60 percent of teachers' questions require students to recall facts; about 20 percent require students to think; and the remaining 20 percent are procedural (Gall, 1984).

Cooperative learning is an interactive process that allows a student to be involved in dialogue and questioning: two key elements in the critical thinking process. Activities and discussion should include the following types of questions to meet the various levels on Bloom's Taxonomy.

QUESTIONING FOR QUALITY THINKING

Based On Bloom's Taxonomy

KNOWLEDGE - Identification and recall of information

Who, what, when, where, how _____?
Describe_____?

COMPREHENSION - Organization and selection of facts and ideas

Retell_____in your own words.
What is the main idea of _____?

APPLICATION - Use of facts, rules, and principles

How is_____ and example of_____?
How is _____ related to _____?
Why is _____ significant?

ANALYSIS - Separation of a whole into component parts

What are the parts or features of _____?
Classify_____ according to _____.
Outline/diagram/web _____.
How does _____ compare/constrast with _____?
What evidence can you present for _____?

SYNTHESIS - Combination of ideas to form a new whole

What can you predict/infer from_____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined_____ with_____?
What solutions would you suggest for _____?

EVALUATION - Development of opinions, judgements, or decisions

Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____ according to _____.
How would you decide about _____?
What criteria would you use to assess _____?

Bonstingl, 1991; Gall, 1984.

Collaborative Approaches

COLLABORATIVE APPROACHES TO ADULT LEARNING

Management personnel spend 60 to 80 percent of their time in group activities; most of this is wasted time due to the employee's lack of collaborative skills (Blanchard, 1990). Socialogists' studies of organizations indicate that the presence of uncertainty demands interdependent work arrangements. The nature of the workforce demands and the uncertainties that are prevalent in adult education stresses the need for collaborative approaches in adult classrooms.

Collaborative means participatory in nature. A collaborative approach must come from the premise that all individuals can offer something to the group (an assembly of people). It stresses the importance of common inquiry in learning and is rooted in the belief that learning is social in nature (Knowles,1990).

How do you define collaboration? William R. Whipple (1987), from the University of Arkansas and the Chair of AAHE's Collaborative Learning Action Community, has the following definition:

> "Perhaps collaboration is one of those words like "salad" or "game" that is undefinable but can be understook by looking at the characteristics with which it is often associated."

According to Whipple, collaboration has the following characteristics:

1) Collaboration involves both the learner and the teacher as active participants in the educational process.
2) Collaboration bridges a gap between the teacher and the student.
3) Collaboration creates a sense of community.
4) Collaboration means that knowledge is created, not transferred.
5) Collaboration makes the boundaries between teaching and research less distinct. The classroom is the laboratory.
6) Collaboration locates knowledge in the community rather that in the individual. It results in knowledge that is at a level greater than the sum of the knowledge of the individual participants.

Cooperative Learning

DEFINITION OF COOPERATIVE LEARNING

Cooperative learning takes collaboration and group work to a structured format. It is a complex instructional approach that is often misunderstood by teachers. Cooperative learning involves more than putting students into groups and telling them to work together (Slavin, 1991). The documented benefits of cooperative learning need the structure to be realized to the fullest. Negative situations in group work can be reduced by following the guidelines and recommendations for cooperative learning activities. Teachers need to understand the philosophy and theory of cooperative learning to effectively use activities in a classroom.

Much of the current literature on cooperative learning centers on activities and approaches for use in the elementary and secondary classrooms. Roger and David Johnson, co-directors of the University of Minnesota's Cooperative Learning Center, have trained over 30,000 teachers in cooperative learning techniques; most of these teachers were in elementary or secondary education. Even though much of the research is not in adult education, some basic components and concepts readily transfer to adult learners.

The Johnsons stress that there are several differences between cooperative learning and traditional group instruction:

1) The teacher abandons the traditional lecture format.
2) The student becomes an active participant in the learning process; they accept responsibility for their own learning.
3) Students learn with the faculty and share information with each other; knowledge is created not transferred.

Because the students chance their roles from passive to active, many feel confused and are unsure what is expected of them. This is the reason that it is so important to provide some structure and modeling to make this transition of roles smooth and productive. At first, the burden on the teacher becomes more instead of less; this is often frustrating. The teacher needs to:

1) Provide clear, concise objectives
2) Structure the groups for the appropriate activity
3) Provide a collaborative environment
4) Resist the impulse to interfere

The next page highlights the five basic elements that need to be structured into a cooperative learning activity.

FIVE BASIC ELEMENTS OF COOPERATIVE LEARNING

1. ***Positive goal interdependence***

   The success of each teammate depends on the success of each member. Each student plays a unique part, and the group cannot accomplish its goal without each person's efforts. Some of the methods of securing the interdependence is to hand out poker chips to each member. When they participate in a discussion, they must use a poker chip. Every member must use all of his or her poker chips; when all the chips are used, the member cannot speak again until everyone else has used up his or her chips as well. Another approach could be to assign each member a part of the lesson, and he or she must secure the other parts of the lesson from the other teammates. The team interdependence keeps one person from taking over and helps to eliminate individuals from dropping out.

2. ***Face to Face Interaction***

   Activities need to be structured to encourage dialogue and critical thinking. This can be difficult for ESL students with limited language skills. It is also a consideration when deciding where to conduct an activity using cooperative learning techniques; sometimes, it gets noisy.

3. ***Individual Accountability***

   Each person must be held responsible for his or her participation and performance. This can be accomplished by assigning roles. The Jigsaw structure is an effective method.

4. ***Social Skills***

   To effectively interact, people must develop social skills. Cooperative learning groups need to be balanced by race, gender, and academic achievement. Each person is able to confront his or her prejudices and learn communication skills to accomplish a task or a goal. Given most students' experiences with classroom authority, sometimes it is difficult to grant authority to a peer. Similarly, students do not feel worthy of taking on the authority granted by a peer. Communication, adaptability, flexibility, and influencing skills are all part of a group of social skills the are part of family, community, and workplace structures. Teachers need to identify and model these skills. Then, these skills need to be incorporated into activities so that students can practice and evaluate them.

5. ***Group Processing***

   Evaluation is part of the change process and change is necessary for cooperative learning activities to result in the maximum potential outcomes. The team needs to express their feelings about how they worked together. Each person needs to evaluate his or her own participation and performance. This can be done through a journal, checklist, survey, and or rating scale.

Slavin, Robert. 1981. "Synthesis of Research on Cooperative Learning," ***Educational Leadership.*** (February).

STRUCTURES

Several books have been written with different formats and structures for cooperative learning. Certain structures surface in the literature with the same names. If a teacher knows the concept of the structure, it really is not important to know the exact name. Teachers can adapt any content area to activities using cooperative learning technique if they know certain structures. The following structures are the most commonly used formats:

1) Student Team Learning

The techniques were developed and researched at John Hopkins University (Slavin, 1991). The students work together to learn; they are responsible for one another's learning as well as their own. In addition, team goals are set and competition exists between the different teams in the classroom. Individual scores are based upon improvement over previous scores. I am not sure about the effectiveness of this approach in adult learning situations because of the competition component and the uncertainty of adults' attendance in ABLE programs.

2) Think-Pair-Share

A very effective beginning structure, it is used a lot by Spencer Kagan (1991), although I am not sure that he is responsible for its development. It allows for the individual to think on his or her own. Then, two people pair and discuss their results. Finally, the pairs are grouped or all of the pairs combine in a whole group to share their outcomes. This format allows the shy person to gain confidence by just sharing with one other person instead of a whole group. Each person engages in conversation which does not happen in whole class discussions.

3) Jigsaw

This also is a very effective format, although it is not advisable to use it until the teacher has some experience with cooperative learning. It was originally designed by Elliot Aronson at the University of Texas (Slavin, 1991). It is a very efficient method for disseminating a lot of information in a short period of time. In Jigsaw, students are assigned to "home" teams. This "home" team is given an article to read; they decide as group the key points. They each become an "expert" on their article. Each member (sometimes two or three members from one group due to the size of the whole class) then becomes a member of another group. This group includes at least one representative from each of the "home" teams. Each representative shares the information from the articles. The "home" teams regroup and complete an assignment containing information from all of the articles. Sometimes, this can be done individually or as an entire class.

4) *Learning Together*

These techniques were developed by David Johnson and Roger Johnson at the University of Minnesota (Slavin, 1991). It involves small groups working together to complete a project. This format is especially suited to group essays, problem-solving activities, or math story problems.

5) *Group Investigation*

This format was developed by Shlomo Sharan and Yael Sharan at the University of Tel-Aviv. Students work in small groups choosing a sub-topic from the content area. The small groups divide the subtopics into individual tasks. Each member is responsible for his or her task and then everyone regroups to organize the material. A decision is made about the method the group will use to present the information to the entire class. This structure is effective in content areas where an entire class is studying the same topic; this is often not the case in ABLE programs. However, the structure might provide a change of routine in adult classrooms.

AIDS TO COOPERATIVE LEARNING

1) It works best when real problems are assigned to be solved.

2) It needs to grow slowly.

3) It works best when the participants have been involved in team building activities. They need to learn to think as a team that will sink or swim together. * This is especially effective in a GED class as you form a united effort to conquer the "TEST".

4) The environment needs to be safe: students must be able to make mistakes and take risks.

5) The teacher needs to model the techniques, social skills, and learning strategies and encourage the students to practice often.

6) The students need to be encouraged to take responsibility for their own learning.

7) Academic levels need to be mixed in the groups.

8) The roles need to change in the class; the teacher needs to move from directing to facilitating, talking to listening, and doing to observing. Students need to move from a passive participant to an active participant.

TROUBLE-SHOOTING

1) Team members not getting along

- Be patient
- Stress goals
- Offer rewards
- Change the groups

2) Noise

- Expect it!
- Stress the need to be considerate of others

3) Ineffective use of time

- Review structure and goals
- Structure the activity to insure interdependence

4) Too much work for the teacher

* If the structures, social skills, evaluations, and roles are well defined, modeled, and practiced, then the teacher gradually shifts responsibility to the group. Also, the teacher needs to be selective in choosing the appropriate activities for cooperative learning. Remember, it is one instructional approach and is not intended for every group or situation.

EVALUATION

Personal Evaluation Form

I participated in each activity.	Always	Occasionally	Never
I critically listened to others.	Always	Occasionally	Never
I respected others' viewpoints.	Always	Occasionally	Never
I came to class prepared.	Always	Occasionally	Never
I helped others when needed.	Always	Occasionally	Never
I remained open-minded.	Always	Occasionally	Never
I took my turn and didn't dominate the discussion.	Always	Occasionally	Never

Group Evaluation Form

We understood the task objectives and procedures.	Always	Occasionally	Never
We assigned tasks to group members.	Always	Occasionally	Never
We practiced cooperative social skills.	Always	Occasionally	Never
We reflected and discussed group behaviors.	Always	Occasionally	Never
We checked to make sure everyone understood the material and the project.	Always	Occasionally	Never
We had confidence in our ability to complete the task.	Always	Occasionally	Never

Activities

JACK-O-LANTERNS "R" US

Presented by: Michael Sawyers and Jeanne Olsen

I. **Level** Beginning ESL

II. **Type of lesson** Hands-on cultural awareness of an American Holiday tradition

III. **Objective(s)**

A. To culturally educate students to the awareness of the role of the pumpkin in the American holiday, Halloween.
B. To carve a jack-o-lantern.

IV. **Materials**

Students will need a pumpkin, newspaper, a knife, and paper towels. Teacher will need pencils or pens for prizes.

V. **Procedure(s)**
Overhead transparencies, a candle, matches, and a Halloween cartoon video.

A. The teacher will illustrate on an overhead transparency of a pumpkin how to "carve" a jack-o-lantern. (Demonstrate eyes, nose, mouth, ears, etc.)
B. The teacher will illustrate various face formats on the overhead for students. (Happy, frightening, horrifying, comical, etc.)
C. The teacher will randomly pair students into groups. Provide students with a blank pumpkin diagram. Have students draw a jack-o-lantern's face of their own.
D. The teacher will instruct students to select <u>one</u> pumpkin (either theirs or their partners) to carve.
E. The teacher will provide paired students with the necessary materials to carve a jack-o-lantern (i.e. pumpkin, newspaper, knife, and paper towels).
F. The teacher will instruct students to carve the rough draft of the pumpkin that was created.
G. The teacher will display and/or line-up all student created jack-o-lanterns in classroom.
H. The teacher will place lighted candle in each jack-o-lantern.
I. The teacher will turn off lights.
J. The teacher will ask student to vote for the best jack-o-lantern. The teacher will award prizes (pencils, pens, or candy) to winners.
K. The teacher will play a Halloween Cartoon Video tape (i.e. ***It's the Great Pumpkin, Charlie Brown***, to reinforce the role of the jack-o-lantern as an essential part of an American Holiday tradition.

VI. **Extension or Variations**

The teacher may have students discuss the holiday traditions related to Halloween in their native countries.

MY BODY AND ME

Presented by: Michael Sawyers and Jeanne Olsen

I. **Level** Beginning ESL

II. **Type of lesson** Identification and instruction of body parts vocabulary

III. **Objective(s)**

The beginning ESL students will be able to practice, identify and label in oral and written practice various body parts in English.

IV. **Materials**

Students will need an illustration of a human body in diagram form plus crayons, markers, and a large (5 ft.) piece of plain paper.

V. **Procedure(s)**

A. The teacher will practice body parts vocabulary orally with class on any worksheet or textbook diagram.
B. The teacher will provide students with a fill-in diagram of the human body upon which students will label the body parts.
C. The teacher will reinforce body part vocabulary by pronouncing words orally while students identify parts on his/her body.
D. The teacher will pair students on a random basis.
E. The teacher will provide students with large paper and markers or crayons.
F. The teacher will instruct students to outline (trace) one person onto their large paper.
G. The teacher will have students draw and label as many body parts as possible.
H. The teacher will have students "name" their "body". For example: "Big Bertha" or "Lovely Linda".
I. The teacher will display newly created "Body Buddies" around room.
J. The teacher will have the class practice in choral response the various body parts illustrated on each different body.

VI. **Extensions or Variations**

To vary this maturational learning ability, the teacher could:

A. Play "Simon Says" using body parts vocabulary and TPR techniques.
B. Have students discuss in heterogeneous small groups of three of four the differences found in any two body pictures.
C. Present a lesson on descriptive adjectives wherein the students could randomly describe the newly created bodies.

PARTY TIME

Presented by: Mario F. Vento

I. **Level** Beginning ESL

II. **Type of lesson** Planning a Halloween Party

III. **Objective(s)**

A. The student will learn vocabulary related to Halloween.
B. The student will learn American customs of Halloween.
C. The student will learn appropriate planning strategies for a party.

IV. **Materials**

Materials needed for this lesson are: children's books on Halloween, chalkboard, colored chalk, paper and pencils.

V. **Procedure(s)**

A. Discuss the customs of Halloween (i.e. Jack-o-lantern, witch, ghost costumes, cats, graveyard, etc.) Use Halloween books and drawings on chalkboard to illustrate vocabulary.
B. Discuss preparations needed for party. List these on board for example.
C. Break students into three groups of six:
one group being food and drink,
another decorations and activities, and,
finally, costumes needed.
D. Students will construct a list pertaining to their topics. Each group will choose a scribe and spokesperson.
E. After a determined amount of time of group work, each spokesperson will orally report to the class. The teacher will record all answers on board.
F. Additional input will be encouraged from all class members.
G. All students will copy information off board for reference.

VI. **Extensions or Variations**

This lesson could be adopted to any holiday.

USING DESCRIPTIVE ADJECTIVES

Presented by: Mario F. Vento

I. **Level** Beginning ESL

II. **Type of lesson** Adjectives

III. **Objective(s)**

A. The student will increase vocabulary.
B. The student will enhance their ability to describe according to color, size, shape, etc.

IV. **Materials**

The materials needed for this lesson are a picture of a clown, paper, pencil, colored chalk and chalkboard.

V. **Procedure(s)**

A. Go over orally descriptive words. Have students describe the teacher's appearance.
B. Pass our the picture of the clown and divide class into three groups. Also assign a scribe.
C. Each group will be assigned a specific aspect of the clown to describe.
   1. For example: clothing, facial features and expression and overall body, size and parts.
   2. Scribe will record answers..
D. Return class to large group.
   1. Each member of group will report a descriptive attribute in a complete sentence.
   2. Teacher will draw on board the clown as described by the students.
E. Get the overall input from class to enhance the drawing will be encouraged.

VI. **Extensions or Variations**

The teacher could use any type of picture to describe.

HOME SWEET HOME

Presented by: Mario F. Vento

I. **Level** Beginning ESL

II. **Type of lesson** To categorize things in the home according to room and purpose

III. **Objective(s)**

A. The student will learn vocabulary related to items found in a home.
B. The students will be able to describe the use of each item.

IV. **Materials**

Materials needed for this lesson are: ***Oxford Picture Dictionary of American English*** by E. C. Parnwell, Oxford University Press, 1984, word cards, chalkboard and chalk.

V. **Procedure(s)**

A. Teacher will review different rooms in a house and items found in each room. (***Use Oxford Picture Dictionary***)
B. Put students in three groups with word cards of household items and furniture. (Each group is given cards form only one room.)
C. Students are to label back of each word card with appropriate room and function of each item.
D. Each group will report finding to entire class.
E. Teacher will draw floor plan of a house on board. Place group's finding in the appropriate room on floor plan.

EXAMPLE LISTS FOR WORD CARDS:

Bedroom - pillow, blanket, bedspread, sheet, bed, dresser, night stand, headboard, mirror, drapes
Living Room - sofa, chair, TV, lamp, end table, fireplace, mantel, magazine rack, pictures
Kitchen - stove, refrigerator, dishwasher, cabinet, table, chairs, toaster, blender, napkins, counter

VI. **Extension or Variations**

Other household items could be categorized for purpose, i.e. tools for gardening, utensils for cooking and items for cleaning.

QUESTIONING TECHNIQUES

Presented by: Mario F. Vento

I. **Level** Beginning ESL

II. **Type of lesson** Asking and answering questions: who, what, when, where, and how.

III. **Objective(s)**

A. The students will ask questions appropriate to situation.
B. The student will use correct sentence structure.
C. The student will increase understanding of vocabulary and its appropriate usage.

IV. **Materials**

Materials needed for this lesson are chalkboard, sentence strip, paper, pencils and magnets.

V. **Procedure(s)**

A. Three situations will be presented to class (i.e. customer in bank, customer in meat market, customer buying home).
B. Put vocabulary on board relevant to each situation. Teacher will direct the discussion, i.e. bank, deposit, withdrawal, interest, balance, passbook, statement, checking, etc.
C. Break the class into three groups. Each group is given one of three topics.
D. Students will be given blank sentence strips to compile questions needed to ask in their given situation.
E. The questions compiled will then be exchanged with another group to answer.
F. The groups will then answer questions given on blank sentence strips in complete sentences.
G. Return the groups to large group, each individual will post one question and its answer on board for class discussion.

VI. **Extensions or Variations**

This lesson could be used with many different situations.

THE GIVING TREE - A CHRISTMAS VOCABULARY GAME

Presented by: Jeanne Olsen and Mike Sawyers

I. **Level** Beginning ESL

II. **Type of lesson** Beginners' Christmas vocabulary lesson

III. **Objective(s)**

A. To identify, practice and recite basic Christmas vocabulary in English.
B. To identify and practice directional and sequential skills.

IV. **Materials**

A. Christmas Tree Game Board
B. Command Cards
C. Games Pieces
D. Wrapped Prizes

V. **Procedure(s)**

A. The teacher will pair the students randomly.
B. The teacher will pass out the game board, game pieces and direction cards to each pair.
C. The teacher will demonstrate how the game is played.
D. The teacher will help any pair having problems with cards, such as "Go Back to Start", "Lose a Turn", etc.
E. The teacher will instruct the students to draw cards and move to the proper spots on the tree. The first student to reach the top of the tree is allowed to choose a wrapped present (such as markers, pencils, pens, candy, etc.).

VI. **Extensions or Variations**

One possible extension is have one ***pair*** of students play against another ***pair*** of students.

FINISH

DON'T USE TOO MUCH DETERGENT

Presented by Jeanne Olsen and Mike Sawyers

I. **Level** Beginning ESL

II. **Type of lesson** Vocabulary

III. **Objective(s)**

A. Learn the sequential step for doing the laundry.
B. Learn American measurement.

IV. **Materials**

A. Lesson one from PICTURE STORIES.
(***Picture Stories: Language and Literacy Activities for Beginners*** by Fred Ligon, Elizabeth Tannenbaum, and Carol Richardson Roger - Published by Longman)
B. Original game board made from these pictures.
C. Direction cards.

V. **Procedure(s)**

A. The teacher will present the lesson from PICTURE STORIES.
B. The teacher will have all the students repeat the vocabulary words.
C. The teacher will divide the class into groups of four.
D. The game boards will be passed out to each group.
E. Game pieces and direction cards will be passed out to each group.
F. The teacher and tutors will help each group learn how to play a board game.
G. The first person to reach the FINISH will be declared the winner.
H. The winners will be awarded prizes (such as pencils, pens, etc).

PLANNING A MENU AND GROCERY SHOPPING LIST

Presented by Debbie Holley

I. **Level** Intermediate ESL

II. **Type of lesson** Food Planning

III. **Objective(s)**

The students will plan a dinner menu and a shopping list of items needed.

IV. **Materials**

The materials are weekly newspaper food advertisements.

V. **Procedure(s)**

A. The teacher will display a newspaper food ad and the class discusses it.
   1. How do you write a shopping list?
   2. Do you cut out coupons?
   3. What courses in a meal?

B. The teacher will explain that each group will plan a dinner menu and use the ad to write a shopping list to purchase the items needed.

C. The teacher will give each group a different newspaper ad and have them do the above activity.
   Instruct them that each will need to have a part in the oral presentation.

D. Each group will share their shopping list and planned menu orally.

VI. **Extensions or Variations**

The students will cut out coupons for the items on their shopping list.

The students will calculate the amount of money spent on the food.

DESCRIBING A MYSTERY OBJECT

Presented by Debbie Holley

I. **Level** Intermediate ESL

II. **Type of lesson** Language Arts

III. **Objective(s)**

Each group of students will identify and describe an object, explain its uses, and relate the object to their life experiences.

IV. **Materials**

The teacher will have a mystery bag filled with various objects such as: birthday candles, a deck of cards, a glove, a box of gelatin, etc.

V. **Procedure(s)**

A. The teacher will pull an object from the bag and proceed to describe it, explain its uses, and tell the experiences he/she has had relating to this object.
B. The teacher will instruct students they are to identify the object, describe it, tell when they might use it, and how.
C. The teacher will place students in groups of 3-4 people and have each group pick one object from the mystery bag.
D. As the groups are working, the teacher will circulate around the room to offer suggestions or encouragement.
E. The groups will share their results with the entire class.

VI. **The teacher will have each student bring an object to class and place these in the mystery bag.**

GERALDO, MOVE OVER!

Presented by Linda McCampbell

I. **Level** Intermediate ESL

II. **Type of lesson** Vocabulary builder; reading and writing practice

III. **Objective(s)**

A. The student will be able to define and utilize ten (10) new vocabulary words in written and oral communication.
B. The student will be able to ask 4-6 prepared questions as part of an interview (role-play).
C. The student will be able to write a short article (summary) about the information gathered through the role-played interview.

IV. **Materials**

A. Pencils and paper.
B. Short story about a famous person with copies for every class member. For this lesson, copies from Steck Vaughn's ***Vocabulary Connection Level C***, pp. 114-118, "Michael Jackson, Star" were distributed to each class member.

V. **Procedure(s)**

A. Students will independently read the short introductory story.
B. This story should be read again, out loud, with the whole class.
C. The teacher will explain and discuss new vocabulary and instructions for activities within the story packet.
D. The packet work will be completed in small groups assigned by the teacher.
E. Each group member will complete a different section(s) of the packet. This section will be checked by the teacher and then the student will be responsible for guiding the rest of group through that activity.
F. After all packet work is competed, the teacher will select one student to act as Michael Jackson during a staged interview.
G. The remaining student will create 4-6 questions, either in small groups or individually, to ask Michael Jackson during the interview.
H. The teacher should arrange the room to facilitate the mock interview.
I. Each person will take a turn asking questions of Michael Jackson and making notes of the responses.
J. After the role-play, students will write a short article or summary of what they have learned from Michael Jackson. This can be done individually for evaluation purposes, in pairs or small groups.
K. Those who have difficulty writing may want to prepare an oral presentation.

WRITING A COMIC STRIP DIALOGUE

Presented by Debbie Holley

I. **Level** Intermediate ESL

II. **Type of lesson** Language Arts

III. **Objective(s)**

Thee students will supply their own dialogue for characters in comic strips.

IV. **Materials**

The materials are a newspaper comic page and Sunday comic strips that have the dialogue balloons removed.

V. **Procedure(s)**

A. The teacher will display a newspaper comic page and discuss it with the class.
   1. How many read the comics?
   2. Which is your favorite? Why?
B. The teacher will display a Sunday comic strip that has the dialogue balloons removed. The class helps to supply the missing conversation.
C. The teacher will instruct students that in their groups, they will be writing the dialogue for a comic strip.
   Each will be responsible for assuming the part of one of the characters when we share them orally.
D. The teacher will place students in groups of 3 or 4 depending on the number of characters in their comic strip.
E. The groups work on the given task while the teacher circulates to offer help where needed.
F. Each group share their competed conversations.

VI. **Extensions or Variations**

The students can create their own comic strip, writing the dialogue and supplying the illustrations.

READING FOR MEANING

Presented by John Blockinger

I. **Level** Intermediate ESL

II. **Type of lesson** Reading Comprehension

III. **Objective(s)**

A. To improve reading comprehension
B. To build reasoning skills through practice ordering

IV. **Materials**

New Horizons in English, 2nd Edition
Addison-Wesley Publishing Co., c1984
P. 28 "What's Anita Doing?"

V. **Procedure(s)**

A. Teacher models concept by sharing his daily routine while writing on blackboard. Example: "I get up.", etc.
B. The teacher asks class to sequence the events.
C. The students individually read "What's Anita Doing?" and sequence the events on paper.
D. In groups of 3-4, each student will sequence the events.
E. Through discussion, each group produces a document of Anita's day.
F. The final product of each group will be shared with the class for evaluation and learning.

VI. **Extensions or Variations**

A. Students interview each other and sequence events of another student's day.
B. Students sequence events of their own day, then scramble order and request another student to sequence events correctly.
C. Students research an industrial process (coal refining or commercial food preparation) and sequence events in the process.

GRAMMAR PRACTICE

Presented by John Blockinger

I. **Level** intermediate ESL

II. **Type of lesson** Practice in making grammatical sentences through headline writing.

III. **Objective(s)**

A. To build literacy in English sentence writing
B. To improve reading comprehension
C. To build fluency in English sentence writing

IV. **Materials**

Copies of daily papers and weekly papers, paper, pens and pencils

V. **Procedure(s)**

A. The teacher will distribute copies of headlines from newspapers to class.
B. The students will read headlines in turn orally.
C. The teacher will explain rules of grammar used in headline writing.
   1. Present tense
   2. Short phrases
   3. Lack of articles (a, an, the)
D. The students, divided in groups of three, will invent headlines for news stories presented by teacher where headlines have been cut off.
E. The students will appoint spokesperson for each group who will read headlines to class.
F. Students will evaluate headlines from other groups to verify headline rules were followed.
G. Teacher will read headlines which accompanied stories in real articles to compare with students' headlines.

EVALUATION:

In next class meeting, teacher will distribute new articles from daily paper and ask students to write original headlines individually.
These will be checked for adherence to rules taught in co-op learning lesson.

VI. **Extensions or Variations**

A. In another class meeting, the students will write a short new story based on headlines given.
B. The students can produce a newsletter including biographical info on other students in class based on interviews with each other.

THE GREATEST GIFT - A CHRISTMAS ACTIVITY

Presented by Linda McCampbell

I. **Level** Intermediate ESL

II. **Type of lesson** Holiday Activity - Grammar - Past Tense Verbs Sequencing

III. **Objective(s)**

A. Students will be able to put a series of pictures depicting the process of choosing, wrapping and giving a Christmas gift in sequential order.
B. After having completed the above objective, students will write a caption for each picture using the past tense.

IV. **Materials**

A teacher made or professionally prepared arrangement of pictures depicting the choosing, wrapping and giving of a Christmas gift. This should be copied, cut into frames and placed in envelopes.

V. **Procedure(s)**

A. Students will divide into groups of their choice with no more than 2-3 members.
B. The teacher will give each group an envelope.
C. The students will arrange the pictures into sequential order.
D. On a separate sheet of paper, the students will write a past tense sentence to describe each frame.
E. When this task has been completed, each group will elect a spokesman to share their sentences.

VI. **Extensions or Variations**

A. The teacher may choose to change the verb tense depending on what is being studied or the actual time relationship to Christmas.
B. If the class is multi-level, beginning students can be in charge of sequencing and listing only the verbs. For example, a list may have the following verbs: think, shop, buy, wrap, tie, cut, tape, give or take. More advanced students can act as peer tutors and help the beginning students develop sentences.
C. If the class is advanced, a teacher can choose to explore cause and effect relationships as well as feelings (emotions) by working through role plays about receiving an unwanted gift.

WEIGHING AND MEASURING AMERICAN STYLE

Presented by Karen L. Kocka

I. **Level** Advanced/Intermediate ESL

II. **Type of lesson** Review of American measurements and weights

III. **Objective(s)**

A. Each student will review standard American weight, linear, and liquid measurements, as well as equivalencies between Fahrenheit and Celsius temperatures.
B. The students will learn abbreviations for many terms

IV. **Materials**

A. American measurement chart to be filled in.
B. Large Webster dictionaries with measurement charts at the end of the book.
C. Measurement utensils: ruler, small scale, yard stick, measuring tape, set of measuring cups and spoons, egg carton, pint-quart and gallon containers, Fahrenheit and Celsius thermometers.
D. Problem-solving question sheet.

V. **Procedure(s)**

A. In small groups, the students will fill out the American measurements chart, using the Webster's dictionaries, previous knowledge, and the measurement utensils for references.
B. The students will visualize some of the equivalencies using the measurement utensils.
C. The students in each group will help each other complete the problem-solving questions.
D. The teacher will help any group needing assistance.

VI. **Extensions or Variations**

The teacher will bring in supermarket ads form The Plain Dealer and create questions requiring students to use their knowledge of American measurements, weights, etc.

AMERICAN MEASUREMENTS

_____ ounces (oz.) = _____ pound (lb.)
_____ pounds (lbs.) = _____ ton

_____ inches = _____ foot (ft.)
_____ feet (ft.) = _____ yard (yd.)
_____ feet (ft.) = _____ mile (mi.)
_____ yards = _____ mile (mi.)
_____ yard (yd.) is about the same as _____ meter

_____ cups = _____ pint (pt.)
_____ pints (pt.) = _____ quart (qt.)
_____ quarts (qt.) = _____ half-gallon
_____ quarts (qt.) = _____ gallon (gal.)
_____ half-gallons = _____ gallon (gal.)
_____ quart (qt.) is about equal to _____ liter
_____ teaspoons (tsp.) = _____ tablespoon (tbsp.)
_____ tablespoons (tbsp.) = _____ cup = 8 ounces (oz.) liquid

_____ = _____ dozen (doz.)

NORMAL BODY TEMPERATURE:
_____ F. (Fahrenheit) or _____ C. (Celsius)

FREEZING POINT:
_____ F. = _____ C.

BOILING POINT:
_____ F. = _____ C.

ANSWER THESE:

1. I have 3 dozen eggs. How many eggs do I have? _____
2. I have 1/2 gallon milk. How many quarts do I have? _____
   How many pints? _____ How many cups? _____
3. My son is 7 ft. tall. How many inches tall is he? _____
   My daughter is 4' 11". How many inches tall is she? _____
4. I walked 2 miles. How many feet did I walk? _____
   How many yards? _____
5. My bag of potatoes weights 3 lbs. How many ounces is this? _____
6. I have 2 cups of sugar. How many tbsp.? _____
7. 6 cups of cream cheese weighs _____ oz.
8. My son has a temperature of 102 F. Is he sick? _____
   I have a temp. of 36.5 C. Am I sick? _____

PUTTING IT ALL TOGETHER

Presented by Karen L. Kocka

I. **Level** Advanced ESL

II. **Type of lesson** Dialogue unscramble

III. **Objective(s)**

Each student will participate in a cooperative learning group of 3 or 4, given the task of putting a holiday shopping dialogue in English in proper order. The group must match questions and answers so the conversation makes sense.

IV. **Materials**

A. 12 strips of papers, the dialogue
B. large piece of construction paper

V. **Procedure(s)**

A. The teacher will choose cooperative learning groups for the activity. (4 students of different language abilities.)
B. Each group will be given 12 strips of paper with one question or answer on each paper. The dialogue is between a mother and father after one has taken their two children holiday shopping. Each student gets 3 strips.
C. The group will do the following:
   1. read each strip out loud
   2. match the questions and answers
   3. organize the 12 strips into a conversation that makes sense
   4. past the 12 strips onto the colored paper
   5. be prepared to share the final product with the class
D. Each group will share its final conversation. Others will listen and comment on anything that is not appropriate in English. Corrections can be made.
E. The class will discuss the answers to these questions:
   1. Who is speaking in this dialogue?
   2. Who went shopping?
   3. What did they need to buy?
   4. What kinds of gifts did the daughter want to buy?
   5. Do you think the children chose nice gifts?
   6. What else did the shopper want to buy? Why didn't he or she buy it?
   7. On what holidays do Americans usually give gifts?
   8. On which holidays do people in your native country normally give gifts?
   9. For whom do they buy gifts?
   10. What is the most unusual/best gift you have ever received?
   11. Do you think children should receive toys or clothes as holiday gifts?
F. If time, the teacher will ask the students to answer the questions 7, 8, 9, 10, 11, on a half sheet of paper and hand in.

HOLIDAY SHOPPING DIALOGUE:

"How was your shopping trip with the children?"

"Very tiring. Kevin didn't want to look for a gift for his coach. He just wanted to look at the CD;s and tapes at the music store."

"Did he ever decide on a gift?"

"He finally chose a key ring."

"His coach will like that. Did Robin find gifts for her girlfriends?"

"She got them all Troll dolls, but she wasn't happy about it."

"What did she want to buy?"

"She looked at a lot of thins, bur they all cost over ten dollars."

"That was too must to spend, especially since she had six girlfriends to buy gifts for."

"That's exactly what I told her. I didn't want to spend sixty dollars on a bunch of teenage girls."

"Did you buy anything else?"

"No. I wanted to buy my sister a gift, but the children tired me out and spent all my money. We just came home when they were finished."

THE ELECTORAL COLLEGE AND HOW IT WORKS

Presented by Karen L. Kocka

I. **Level** Advanced ESL

II. **Type of lesson** The Electoral College

III. **Objective(s)**

Each student will understand the process of electing a president from the General Election to the Electoral College, to the Inauguration.

IV. **Materials**

A. Electoral College article from ***News for You***
B. ***Plain Dealer*** article on the Electoral College
C. Map, questions, simulation exercise from Mr. Paul Martins, Valley Forge High School, Parma, Ohio.

V. **Procedure(s)**

A. Each student will get 1 or 2 paragraphs of an article about the Electoral College.
B. Each student will contribute his information to the group (4 in a group) to help the group complete a question sheet on the Electoral College.
(7 questions to answer)
C. The teacher and the students will discuss the process of election from the General Election to the Electoral College voting in December to the Inauguration in January.
D. In small groups, the students will work together to complete answers of a simulation around adding popular vote totals, determining electoral votes and declaring the winner. (3 different situations to deal with.)
E. The students will compare answers.

Note to Teachers

Electoral College

Have students read "Perot Jumps Back into Race on Page 1. Ross Perot's return to the presidential race may lead to news commentary about the U.S. electoral college.

Your students may be confused by such discussions. Many of them assume that the president is elected on November 3rd. That is not the case.

The U.S. Constitution created the electoral college. Under it, the general election actually elects the *presidential electors*. They are a group of people who will formally vote for the president and vice president. Every state has as many electors as the total number of its senators and representative in Congress.

Usually, the candidate who won the highest number of a state's popular vote receives all of its electoral votes. Since some state have more electoral votes than others, it is possible for the electors to elect a president who did not receive a majority of the popular vote.

On a December date set by Congress, the electors in each state and the District of Columbia assemble to vote for the president and vice president. Their vote is sent to Washington. In January, the electoral votes are opened at a joint session of the newly elected U.S. Senate and House of Representative. The candidate who gets more than 50 percent of the electoral votes is declared elected.

When there are only two major candidates, one will have won more than 50 percent of the electoral votes, unless there is a tie. However, with three major candidates, it is possible that none of them will get more than 50 percent of the electoral vote. If that happens, the election is thrown into the U.S. House of Representative. This last happened in 1824.

If the election reaches the House of Representative, each state delegation in the House casts one vote. The state delegations choose among the three candidate with the highest number of electoral votes.

Commentators are likely to speculate about what effect Ross Perot's candidacy will have on the election. Few people think Perot will be elected. But how will his running affect President Bush's chance of being re-elected? How will it affect Governor Clinton's chance of being elected?

What will happen if the election is thrown into the House of Representative? Would members of the state delegations want to vote along party lines? How would a delegation of both Democrats and Republicans come to agreement about which candidate to vote for?

Electoral College

1. What is the total of electoral votes in the electoral college?
2. How is the electoral vote for each state determined? How many electoral votes does our state have?
3. How is the population of each state related to the number of electors for each state?
4. How many electoral votes are needed for one candidate to win an election? What percent of the total does that represent? What happens if not candidate receives the needed amount?
5. What determines which candidate receives all the electoral votes from each state?
6. What is the fewest number of states needed to win an election? What are they?
7. Is it possible to win the popular vote, but lose the election? If so, how?

Electoral Votes by State

BEST COPY AVAILABLE

EXERCISES ON THE ELECTORAL COLLEGE MARTINS

Background Information: Assume that there are only six states in the United States and that the following rules still apply concerning the Electoral College votes:

1. Each state's entire electoral votes go to the candidate winning the popular vote in that state (winner-take-all).
2. A majority of the total electoral votes is needed to become President.
3. If no candidate gets a majority of the electoral votes, the election is decided by the House of Representatives.

The following are the six state and their electoral votes:

State	Electoral Votes
Ohio	21
California	54
Wisconsin	11
North Carolina	14
Maine	4
New Jersey	15

QUESTIONS:

1. What is the minimum (least) number of electoral votes a candidate needs to become President?
2. There are two candidates for President. Political scientists generally agree that the election will be close in all states. Candidate "A" decides on a strategy of campaigning only in Maine and California. Is this wise strategy? Why or why not?

   If candidate "B" decided to campaign only in California and North Carolina could that be considered wise strategy? Why or why not?
3. Assuming that the popular votes come out as follows, answer the questions on the following page that refer to the chart below.

State	**Popular Vote**	
	Clinton	**Bush**
Ohio	1,200,000	1,800,000.
California	2,403,000.	2,400,000.
Wisconsin	300,000.	600,000.
North Carolina	560,000.	565,000.
Maine	75,000.	150,000.
New Jersey	785,000.	750,000.

Electoral College Exercises (p. 2)

A. Which candidate receives the most popular votes?

B. Which candidate won the most states?

How many states?

C. Which candidate had the most Electoral votes?

D. Which candidate becomes President on January 20th?

Explain.

4. Using the same figures in Question 3, except that the third party candidate John Smith is on the ballot in New Jersey and polls a total of 50,000 votes of which 45,000 is taken from Clinton's former total in New Jersey and 5,000 votes are taken from the Bush total in New Jersey.

A. Who is President in this situation? Explain why.

B. Is the person elected President the winner of the majority of Electoral votes?

C. Is the winner also a winner of the majority of the popular votes?

D. Is the winner a winner in most states? How many?

5. Assuming the same figures as in Question 3, but with the John Smith on the ballot in California and he wins its Electoral votes, who becomes President?

Explain your answer.

NEWS REPORTING AND PASSIVE VOICE

Presented by Karen L. Kocka

I. **Level** Advanced ESL

II. **Type of lesson** News Stories: Using Passive Voice (Review)

III. **Objective(s)**

Each student will participate in a group planning and presentation of a taped news show containing news stories reported in past-tense passive voice.

IV. **Materials**

A. Tape recorders
B. 3" x 5" index cards with teacher prepared news prompts
C. Empty tape cassettes

V. **Procedure(s)**

A. The teacher will assign roles for each news show
   1. announcer
   2. 4 reporters
   3. equipment manager
B. In pairs, the students will write news stories using the teacher-prepared new prompts on index cards. The students and teacher will proofread the stories, checking for passive voice.
C. The announcer will prepare and introduction for the show and for each news story and practice.
D. The reporters will practice reporting news stories.
E. The equipment manager will prepare the tape recorder for taping.
F. The whole group will practice the whole presentation.
G. The students will tape the news shows.
H. The class will listen to the news shows and enjoy!
I. The class will discuss how frequently passive voice is used in news reporting.
J. The students will evaluate the activity.

FAMILY RELATIONSHIPS

Presented by Linda McCampbell

I. **Level** Multi-Level ESL

II. **Type of lesson** Identifying Family Relationships

III. **Objective(s)**

A. The student will be able to identify his/her own family relations.
B. As a class, students will compare family size and backgrounds by identifying relations.

IV. **Materials**

A. ***Oxford New Picture Dictionary***, Oxford University Press, pp. 2-3.
B. ***Oxford Intermediate Workbook***, Oxford University Press, p.1 (sample survey).
C. Overhead or chalkboard.

V. **Procedure(s)**

A. The teacher introduces words (identifications and pronunciations) to the whole class using ***Oxford New Picture Dictionary***, pp. 2-3. Students should copy words for review and later use.
B. Teacher reviews any family relationships within the class.
C. On the overhead, teacher will divide the words into 3 groups:
MALES - FEMALES - NON-GENDER WORDS
D. Teacher will introduce extension vocabulary with such words as:
sibling, spouse, deceased, married, divorced, single, widow, step____, half-____.
E. Teacher will distribute a family survey - (teacher-made or one similar to Oxford Intermediate Workbook, p.1). Allow 10 minutes to complete survey while providing special attention to those with fewer English skills.
F. Teacher will group students into groups of no more than 4 people.
G. Students will compare surveys and respond to the following questions listed on an overhead:
   1. How many group members are married?
   2. What group member has the most children? How many children?
   3. What group member came from the largest family? How many?
   4. Are any members the oldest child? Youngest? Middle?
   5. What group member has the most nieces and nephews? How many of each?
H. teacher should allow 10-15 minutes for completion.

I. As follow-up, each group will elect a spokesperson to report information as the whole class combines data.
J. Teacher may chose to collect individual surveys and group information for further evaluation.

VI. Extensions or Variations

The teacher will have each student draw a simple family tree, labeling relationships and listing names.

A. Using the family tree, the students can be grouped to explain their family tree to another or others.
B. Also, name surveys can be done with the whole class to see what names overlap on family trees.

WHAT'S THE PHONE NUMBER?

Presented by Linda McCampbell

I. **Level** Multi-Level ESL

II. **Type of lesson** Using the Local Phone Book

III. **Objective(s)**
- A. Students will be able to verbally communicate the spelling of given names and the digits in given phone numbers.
- B. Students will be able to locate the names, phone numbers and addresses of a list of ten (10) people in the local phone book.

IV. **Materials**
- A. Local phone books (for this lesson the ***South Suburbs of Cleveland*** was used).
- B. Prepared list of ten (10) names known to be in the local phone book.
- C. Purchase or teacher-made dividers.

V. **Procedure(s)**
- A. *This lesson follows work and previous lessons on alphabetical order, alphabetical listings (last name, first name or initial, address and phone number) and a general overview of the phone book.
- B. As a class, the teacher will review alphabetical listings as used in the phone book.
- C. The teacher will divide the class into pairs, preferably an intermediate or advanced student with a beginning student.
- D. 1. The teacher will set up dividers between the 2 students.
  2. The beginning student is given a list of ten (10) names chosen by the teacher.
  3. The other student is given the phone book.
- E. The teacher will instruct the beginning student to spell the last name to the other student who will, in turn, write it down.
- F. 1. The intermediate or advanced student will look for the name in the phone book. He/she will copy the address and phone number.
  2. Next, that same number and address will be verbally communicated back to the beginning student, who must also write it down..
- G. After the list of ten (10) names has been completed, each pair of students will compare their results.
- H. The teacher may choose to distribute an answer key to each group to help with the correcting process.
- I. The teacher may collect each person's list for further evaluation.

VI. **Extensions or Variations**
- A. This activity could be done using businesses from the ***Yellow Pages Directory*** or the back business listing of a local phone book.
- B. The list of names can be changed to all Smith's or Jones's to force student to use the alphabetical arrangement of first names or initials.

LOOKING AT CURRENT EVENTS

Presented by Sara J. Ledford

I. **Level** Adult Basic Education - Level II

II. **Type of lesson** Current Events

III. **Objective(s)**

A. The student will become more interested in current events.
B. The student will read and evaluate the content of newspaper articles.
C. The student will discuss article content.
D. The student will answer who, what when and where "reporting questions".
E. The students will become critical readers and reviewers.

IV. **Materials**

A. Articles from newspapers.
B. Handout sheet to guide students in their assignment to analyze and interpret. (see attached)

VI. **Procedure(s)**

A. The teacher chooses several newspaper articles to bring to class.
B. A copy of the article is given to four students in each group.
C. Each student reads an article making notes to answer questions on handout sheet. (All persons from one group read and review same article.)
D. Students divide into groups of four using their notes for reference as they discuss their group's article. The group secretary records the agreed-upon answer to each question.
E. All groups reassemble. The group spokesperson reports on the article their group used.
F. General discussion follows and conclusions are written on the board.

READ THE ARTICLE AND ANSWER THESE QUESTIONS:

1. What is this article about? (Write no more than four (4) sentences explaining the main theme or idea of the article.)

2. Who is the article about?

3. When did the happening occur?

4. Where did the event take place?

5. List some personal views, feelings or ideas concerning the contents of the article.

COOPERATIVE LEARNING

Presented by Sabra J. Ledford

I. **Level** Adult Basic Education - Level II

II. **Type of lesson** Comprehension of Written and Discussed Material

III. **Objective(s)**

A. The student will know the definition of cooperative learning.
B. The student will know the skills and learning process which make up cooperative learning.
C. The students and teacher will discuss ideas and activities for participation in cooperative learning.
D. The students will know cooperative learning is valuable in the acquisition of knowledge.

IV. **Materials**

A. Information sheet (attached)
B. Discussion sheet (attached)

V. **Procedure(s)**

A. The students silently read the **Information Sheet**.
B. The class divides into groups of three to study the **Discussion Sheet.**
C. Each student makes notes on his own paper as the discussion proceeds.
D. A secretary is chosen in each discussion group to record a collaborative answer for each question resulting from students' individual notes.
E. All groups come together again.
F. Each group's spokesperson presents ideas from earlier discussion.
G. The teacher writes answers on board.
H. From information written on the board the class collectively compiles a third sheet which contains the group's conclusion. (attached)

INFORMATION SHEET

Definition:

Cooperative Learning is pairs or groups of people working together on a common activity with understood objectives and procedures, in a non-competitive setting to accomplish positive interdependence with acquisition of knowledge.

Collaborative Skills:

1. Participation with others
2. Listening to others
3. Respecting viewpoints of others
4. Helping others
5. Remaining open-minded
6. Taking turns

Collaborative Process:

1. Understanding task objective and procedures
2. Practicing cooperative skills
3. Discussing results
4. Evaluating outcomes

DISCUSSION SHEET

Directions: Please read, discuss together and answer the following questions. Refer back to Information Sheet.

1. According to the definition, what are two results of cooperative learning?
2. How would you explain cooperative learning to another?
3. How can cooperative learning be of value in our class?
4. Within the cooperative learning process, how important is Step Four--Evaluation?
5. How can we improve upon the cooperative learning plan just studied?
6. What cooperative learning activities would you like to see in our class?
7. What does your group like least/least about cooperative learning?

GROUP CONCLUSIONS

1. Two results of cooperative learning are: 1) learning, and 2) togetherness.

2. Cooperative Learning is an activity-group sharing goals, procedures and ideas.

3. Cooperative Learning can be of value to our class because we learn from one another.

4. Evaluation is important to help us see growth in working through our ideas to the best conclusion.

5. We can improve by continued evaluation of program through more actively grouping.

6. The Cooperative Learning activities we would like to see are public speaking, oral readings and continued student tutoring.

7. We like best in Cooperative Learning - - Groups
   We like least in Cooperative Learning - - Arriving at a common conclusion.

From: 1) J.R.B. Group
2) Ladies Knowledge Group
3) Seven to Niners Group

SPELLBOUND

Presented by Sabra J. Ledford

I. **Level** Adult Basic Education - Level II

II. **Type of lesson** Spelling

III. **Objective(s)**

A. The students will spell words form a list.
B. The students will learn spelling patterns.
C. The students will use spelling words in sentences.
D. One student in each group assumes teacher-role and pronounces words.
E. Each student writes word and check with others to decide correct spelling; student-teacher approves or corrects and the word is written in a sentence.

Some commonly misspelled words:

acquire
across
argument
Antarctic
amateur
a lot
although
analyze
bachelor
believe
balloon
beneficial
casualties
cafeteria
calendar
conscious
develop
disappearance
discipline
equipment
encyclopedia
finally
genius
heroes
hundredths
hygiene
illiterate
imaginary
itself
independent
initiate
likable
mortgage
mosquitoes
mountainous
naive
noticeable
o'clock
phrase
prairie
precede
privilege
receipt
recommend
sincerely
stomach
tournament
tragedy
vacuum

LET ME INTERVIEW YOU

Presented by Sabra J. Ledford

I. **Level** Adult Basic Education - Level II

II. **Type of lesson** Creative Writing based on an Interview-Type Activity

III. **Objective(s)**

A. The student will use fellow-writers resource persons as they write about one another.
B. The student will draw from reading, writing, and spelling skill - - knowledge they have acquired.

IV. **Materials**

A pre-writing tool (this is a paper which guides the writer in gathering data as a preliminary to their own written words.) (attached)

V. **Procedure(s)**

A. Teacher explains concept of fellow-writers as resources.
B. Teacher hand-out ***Data Collector*** sheet.
C. Teacher and students will role-play and model an interview using the ***Data Collector*** sheet.
D. Teacher and students will discuss and identify topics or areas of inquiry which might be used during the interview. (For example: "A Childhood Memory".)
E. The class will divide into groups of two. Each person becomes an interviewer and an interviewee.
F. Each person drafts his material revising, rewriting and finally checking back with the person he interviewed from the class.
G. Each person writes a page from his rough draft about the experience of the one interviewed.
H. All papers are compiled into a booklet and a published copy is given to each student.

DATA COLLECTOR

1. Name of person interviewed: _____
2. Subject of interview: _____
3. Interview questions:

   A. What happened? _____

   _____

   B. When did it happen? _____

   _____

   C. Where did it happen? _____

   _____

   D. With whom did it happen? _____

   _____

   E. Why was this important? _____

   _____

Your Name: _____

Date: _____

OUR ELECTORAL COLLEGE

Presented by Sabra J. Ledford

I. **Level** Adult Basic Education - Level II

II. **Type of lesson** Current Events

III. **Objective(s)**

A. Each student will study the concepts behind the Electoral College of the United States.
B. These questions will be addressed:
   1. What is it? Who is it?
   2. What is its history?
   3. How does it function?
   4. What is its value?

IV. **Materials**

A. An information sheet entitled "The Electoral College" (attached)
B. A discussion question sheet (attached)

V. **Procedure(s)**

A. Students read information sheet, silently.
B. The class reads the information sheet orally, again.
C. A sheet of questions is distributed to be answered individually by each student. (Students may refer back to information sheet during this activity.)
D. The group reassembles as we discuss not the facts of the article, but our feelings, attitudes, questions and concerns relating to the value of the Electoral College to our political system.

VI. **Extensions or Variations**

A. The students may want to do a library search to find further information about the Electoral College.
B. The students may bring in articles from the newspaper about the Electoral College.
C. The students may watch the election coverage on TV to see how the electorates vote and report back with their information.

THE ELECTORAL COLLEGE

The president and the vice-president of the United States are not elected by direct vote of the people.

The are elected by the members of the Electoral College.

This institution has existed since the founding of our country.

On Election Day, November, every four years; each state chooses as many electors as they have senators and representatives in Congress.

So with 100 senators and 435 representative, the Electoral College has 538 members.

A majority of 270 electoral votes are needed to elect the president and vice-president.

Whichever candidate wins a plurality in a state wins all the electoral votes in that state.

Sealed and certified lists of the electors' votes are sent to the president of the Senate. A joint session of Congress is held January 6 to tally the votes.

These electors are pledged more or less to vote for their party's candidate.

When one casts their ballot for president, the elector represents your vote.

THE ELECTORAL COLLEGE - Question Sheet

1. What is the Electoral College?

2. How many members does it have?

   How is this determined?

3. When and how are the members (electors) chosen?

4. What does question one mean?

5. How many electoral votes mean a majority for president?

6. How many electoral votes does Ohio have?

   Which states have the fewest votes?

   The most?

7. Who tallies the electorates' votes?

   When?

NUTRITIONAL INFORMATION

Presented by Cathy Kroll

I. **Level** Adult Basic Education - Beginning

II. **Type of lesson** Comprehending the Nutritional Information of Cereal

III. **Objective(s)**

The teacher will instruct the students to read and understand nutritional information in cereal and other products.

IV. **Materials**

Cereal box.

V. **Procedure(s)**

A. The teacher will explain the terminology used in nutritional information.
B. The students will read the nutritional information and ingredients on the cereal box.
C. The students will complete the questions about the nutritional information about cereal such as:
   1. What is the serving size on the cereal box?
   2. The main ingredient is usually first. What is the main ingredient in this cereal?
   3. How many grams of sodium in 1/2 cup of this cereal?
   4. How much cholesterol in 1/2 cup of this cereal?
   5. How many calories in a serving of this cereal with 1/2 cup of milk?

VI. **Extensions or Variations**

Bring in actual nutritional information on a variety of food packages.

READING A NEWSPAPER

Presented by Cathy Kroll

I. **Level** Adult Basic Education - Beginning

II. **Type of lesson** Understanding how to use a newspaper

III. **Objective(s)**

The teacher will instruct the students in identifying each section of the newspaper and its contents.

IV. **Materials**

A Newspaper.

V. **Procedure(s)**

A. The teacher will define newspaper vocabulary such as: headlines, captions, editorials, cartoon, and want ads.
B. The students will find the sections of the newspaper as the teacher instructs them.
C. The students will answer the following questions on the newspaper:
   1. How many headlines on the front page?
   2. What important person or persons are found on the headline page?
   3. Why is this person(s) in the news?
   4. What section of the newspaper are the editorials found?
   5. What is your favorite cartoon in the newspaper?
   6. Find and read a job advertisement.

VI. **Extensions or Variations**

The students can create their own class newspaper including a headline, editorial written by a student, articles related to the class, and a cartoon.

READING A RECIPE

Presented by Cathy Kroll

I. **Level** Adult Basic Education

II. **Type of lesson** Understanding how to read a recipe and following the directions

III. **Objective(s)**

The teacher will instruct the students to read and understand a recipe.

IV. **Materials**

Recipe worksheet (attached)

V. **Procedure(s)**

A. The teacher will explain the terminology used in a recipe such as: tablespoon (its abbreviation: tbsp.), teaspoon (its abbreviation: tsp.), recipe, stir, combine ingredients, cups, and the fractional amounts.
B. The students will read the ingredients and directions on the recipe.
C. The students will complete the worksheet.

VI. Extensions or Variations

The students can bring in their own recipes and read the recipes to the class. If some of the students are skilled in reading recipes, they can bring in the finished product for the class to enjoy.

RECIPE WORKSHEET

PANCAKES

Make	10 - 12 Pancakes	20 - 25 Pancakes	30 - 35 Pancakes	Ten (10) 4" Waffles
Mix	1 Cup	2 Cups	C cups	1 Cup
Milk	3/4 Cup	1 1/2 Cups	2 1/4 Cups	3/4 Cup
Eggs	1	2	3	1
Oil	2 tsp.	4 tsp.	2 Tbsp.	3 Tbsp.

Combine all the ingredients according to how many you want to make. Heat the skillet over Medium-low heat. Skillet is ready when drops of water sizzle. Pour 3 Tbsp. of batter for each pancake. Turn when pancakes bubble.

For waffles pour desired amount into lightly greased waffle iron.

1. What utensil will you need for this recipe?

   _____

2. List the ingredients for 10 - 12 pancakes.

   _____

3. What is the meaning of batter?

   _____

4. What other foods can be served with pancakes?

   _____

A REVIEW OF FRACTIONS

Presented by Richard Shaw

I. **Level** GED Math

II. **Type of lesson** Working with Fractions

III. **Objective(s)**

The student will review the basic skills needed to add, subtract, multiply and divide fractions.

IV. **Materials**

Pretest, Worksheets

V. **Procedure(s)**

A. The students will take the pretest and then grade and score their own papers.
B. The teacher will then divide the class into groups of 4 or 5 each, with the best scores from the pretest used to determine a "leader" for each group.
C. The teacher will then distribute the worksheets and each student will complete the sheets by working together and helping each other in their group. The teacher will circulate and give assistance to the groups as needed.

PRETEST

Name: _____

1) $8\ 1/4 + 5\ 1/12$ = _____

2) $6\ 3/4 + 2\ 5/8$ = _____

3) $13\ 1/2 - 5\ 1/3$ = _____

4) $10\ 1/5 - 3\ 7/10$ = _____

5) $5\ 1/2 \div 2/3$ = _____

6) $2/5 \div 1/2$ = _____

WARM UP

Name: _____

1) ADD: 1/2+1/3+1/5

2) ADD: 2/3 5/9 5/27

3) SUBTRACT: 3/4 - 5/8

4) SUBTRACT: 3/10 FROM 17/20

5) MULTIPLY: 2/5 BY 5/6

6) MULTIPLY: 3 3/8 BY 1 7/9

7) DIVIDE: 7/15 BY 21/25

8) DIVIDE: 3 2/5 BY 2 4/15

FRACTIONS WS #1

Find the LCD (Lowest Common Denominator), and then change each fraction to this LCD.

1) 1/4 3/5 5/8 7/10

2) 3/4 3/5 1/6 5/12

ADD:

1) 1/8 + 5/8

2) 2/3 + 5/8 + 5/12

3) 2 1/5 + 3 2/5

4) 2 1/10 + 3 2/5

5) 3 5/8 + 4 9/16

SUBTRACT:

1) 11/12 - 5/12

2) 3 3/4 - 1 1/4

3) 7/15 - 1/30

4) 3 4/5 - 1 1/2

5) 5 2/5 - 3 7/10

6) 13 - 4 4/5

7) 12 1/8 - 3 11/12

MULTIPLY:

1) 3/8 x 5/8

2) 3/5 x 5/8

3) 9/10 · 2/3 · 5/12

4) 2/7 · 14

5) 5 1/3 · 9/32

6) 1 1/6 · 3/7 · 4 2/3

FRACTIONS WS #3

DIVIDE:

1) 3/5 ÷ 2/3

2) 2/5 ÷ 9/10

3) 10 ÷ 1/2

4) 3/4 ÷ 4

5) 2 2/5 ÷ 5

6) 4 3/5 ÷ 3

7) 8 ÷ 6 1/6

8) 3 1/2 ÷ 4 3/8

WHICH FRACTION IS LARGER?

1) 8/15 7/10

2) 7/9 11/12

3) 9/10 37/40

4) 5/12 3/8

ARRANGE FROM SMALLEST TO LARGEST:

1) 3/5 17/30 7/15 1/2

2) 2/3 5/6 4/9 11/18

A REVIEW OF FRACTIONS (p. 7)

ANSWERS

WS #1

1) 10/40 24/40 25/40 28/40 2) 45/60 36/60 10/60 25/60

ADD:

1) 3/4 2) 1 17/24 3) 5 3/5 4) 5 1/2 5) 8 3/16

WS #2

SUBTRACT:

1) 1/2 2) 2 1/2 3) 13/30 4) 2 3/10 5) 1 7/10

6) 8 1/5 7) 8 5/24

MULTIPLY:

1) 15/64 2) 3/8 3) 1/4 4) 4 5) 1 1/2

6) 2 1/3

WS #3

1) 9/10 2) 4/9 3) 20 4) 3/16 5) 12/25

6) 1 8/15 7) 1 11/37 8) 4/5

1) 7/10 2) 11/12 3) 37/40 4) 5/12

1) 7/15 1/2 17/30 3/5 2) 4/9 11/18 2/3 5/6

A REVIEW OF DECIMALS

Presented by Richard Shaw

I. **Level** GED - Math

II. **Type of lesson** Reviewing Decimals (4 Basic Operations)

III. **Objective(s):**

The student will review skills in working with decimals.

IV. **Materials**

Chalkboard, Worksheets, Pretest

V. **Procedure(s):**

A. The students will complete the pretest. They will grade their own papers when the teacher reads the answers.
B. The teacher will now separate the class into small groups of 3 or 4 each. The results of the pretest could be used to ensure that each group has one person to explain the decimals.
C. The teacher will then distribute the worksheets, and the students will work together in their groups to complete them.
D. The teacher will be available to the groups to give assistance as needed.

WARM-UP

Name: _____

1) Add 12.3, 0.026, 5, and 216

2) What is the sum of 283.4, 87.49, and 107.3

3) Take 0.094 from 0.3

4) From 0.008 take 0.0025

5) Multiply 0.0004 by 30

6) Multiply 1.439 by 0.8

7) Divide 36.72 by 12

8) Divide 2.375 by 25

A REVIEW OF DECIMALS (p. 3)

Name: _____

ADD or SUBTRACT:

1) .23 + .5 + .478

2) .0043 + .025 + .123

3) 12.75 + 13 + .023

4) 3.0004 - 1.0999

5) 25 - .8

6) 23.121 - 19.485

MULTIPLY or DIVIDE:

7) 7.4 x 32

8) (.602) (3.1)

9) (24.1) (1.002)

10) .0093 ÷ 15

11) $\frac{.075}{5}$

12) $\frac{.0312}{.12}$

13) Change 3/8 to a decimal.

14) Change 3/5 to a decimal.

15) Change .065 to a fraction.

16) Change 3.75 to a mixed number.

ANSWERS

WARM-UP

1) 233.316
2) 478.19
3) 0.206
4) 0.0055
5) 0.012
6) 1.1512
7) 3.06
8) 0.095

---

1) 1.208
2) 0.1523
3) 25.773
4) 1.9005
5) 24.2
6) 3.636
7) 236..8
8) 1.8662
9) 24.1482
10) 0.00062
11) 0.015
12) 0.26
13) 0.375
14) 0.6
15) 13/200
16) 3 3/4

WORDS AND NUMBERS

Presented by Mary Jeziorski

I. **Level** GED - Math Lab

II. **Type of lesson** Math Review of Word Problems

III. **Objective(s):**

A. The student will refine their ability to solve complex word problems.
B. The student will develop their interpersonal and communication skills.

IV. **Materials**

Any GED comprehensive review book, paper, and pencils.

V. **Procedure(s):**

A. The students will work in pairs.
B. The teacher will assign the practice math test (simulated test).
C. Student one works our the word problem while student two acts as a coach. Only the coach may use the answer sheet. If student one has trouble solving the problem, the coach will offer assistance.
D. Student one, after working three problems, will then become the coach and the coach will solve the next three problems.

CHECKING WHOLE NUMBER MATH SKILLS

Presented by Mary Jeziorski

I. **Level** GED - Math Lab

II. **Type of lesson** Basic Math Skills

III. **Objective(s):**

A. Survey a large group of students on addition, subtraction, multiplication and division of whole numbers.
B. Develop a sense of mutual support among the students.

IV. **Materials**

Blackboard or newsprint

V. **Procedure(s):**

A. The teacher will set up four work stations around the room.
B. The teacher will choose four students who have mastered these skills to man each station.
C. The teacher will help the four leaders to decide on the problems for each station.
D. The students will be grouped by fives.
E. The students will rotate as groups to each station spending fifteen minutes at each stop.

TIME FLIES (WHEN YOU'RE HAVING FUN)

Presented by Mary Jeziorski

I. **Level** GED - Social Studies Lab

II. **Type of lesson** Reading American History

III. **Objective(s)**

A. The student will understand the time lapse between 1492 and the Revolution.
B. The student will experience an atmosphere of mutual support and concern.

IV. **Materials**

A. G.E.D. Review Books
B. Encyclopedia
C. Social Studies Books
D. Paper for a Time Line

V. **Procedure(s)**

A. The students will be divided into groups of four or five. Give each group a specific color paper.
B. The teacher will assign each group a reading assignment form the same book. Example: early explorers, Jamestown, Pilgrims.
C. The students in each group will take careful notes on the colored paper.
D. The students will regroup making sure everyone in the new group has a different colored paper.
F. The groups will each make a time line and display it.
G. The other group members will view and discuss all of the time lines.

DISSECTING THE BIOLOGY CHAPTER

Presented by Mary Jeziorski

I. **Level** GED - Science Lab

II. **Type of lesson** Reading lesson in science (Biology)

III. **Objective(s)**

A. The students will research and present information on four topics in biology.
B. The student will develop social skills to work in groups.

IV. **Materials**

GED Review books, any other research books on the topic, 8 x 10 paper

V. **Procedure(s)**

A. The teacher will present an overview of the biology chapter.
B. The students will team up in groups of four.
C. The teacher will introduce four subtopics in biology.
   1. Animal and plant cells
   2. Miosis and mitosis
   3. Photosynthesis
   4. Ecology
D. The students in the group each choose one subtopic.
E. The students make a think paper.
   1. Fold the paper in half, then in quarters.
   2. Write in the first quarter, "What I know about the subject."
   3. In the second quarter, "Questions I have on the subject."
   4. The third quarter contains, "New information."
   5. After reading the subtopic chosen, in the fourth quarter write three or four statement summarizing all of the information gathered.
F. Each student will share their summary with the other group members.
G. Each student will hand in their think papers to the teacher.

POETRY IN MOTION

Presented by Mary Jeziorski

I. **Level** GED - Literature Lab

II. **Type of lesson** Understanding Poetry

III. **Objective(s)**

A. Refine the process approach to reading poetry.
B. Develop individual accountability by sharing personal interpretation of poems.

IV. **Materials**

Different poem for each group
One sheet of paper for each group

V. **Procedure(s)**

A. The students will be divided into groups of four.
B. The teacher will give each group a different poem and an 8 x 10 sheet of paper.
C. The student will read the title of the poem.
D. Each student will write on the paper their speculation about the poem.
E. Each student will silently read the poem.
F. The student will share their predictions with the group and discuss their reasons for their choice.
G. One student will reread the poem aloud and the group will come to an agreement on the intended message of the poem.
H. Each student twill seek out a student from another group and share the poem and his understanding of it.

INTRODUCTION TO ALGEBRA

Presented by Marigene Margevicius

I. **Level** GED - Algebra

II. **Type of lesson** Algebra

III. **Objective(s)**

The objective of this lesson is to review solving word problems and begin solving algebraic equations.

IV. **Materials**

One worksheet including any variety of word problems and one worksheet including an assortment of simple algebraic equations will be used in this lesson..

V. **Procedure(s)**

A. Divide the class into small groups of three to four students.
B. Hand out the first problem sheet and allow the students a set amount of time to complete the problems.
C. After approximately 15-25 minutes, hand out a second worksheet which has new problems applying algebra equations.
D. Divide the class into new groups with the advanced math class. The new groups should have at least one student from the intermediate class and one student from the advanced class in them.
E. The new groups will work on both worksheets together. The advanced students will be able to help the intermediate students with the algebra problems.
F. Allow enough time ar the end of class to go over the answers to both worksheets.

VI. **Extensions or Variations**

The group activity may be used with any topic in mathematics problem solving.

GEOMETRY

Presented by Marigene Margevicius

I. **Level** GED - Geometry

II. **Type of lesson** Geometry Review: area, perimeter and volume.

III. **Objective(s)**

The objective of this lesson is to practice problem solving using area, perimeter, and volume formulas.

IV. **Materials**

Contemporary's New GED Mathematics, pp. 246-147, Geometry exercise 8 or any problem set including examples of area, perimeter, and volume word problems will be used in this lesson.

V. **Procedure(s)**

A. Give one card to each student to divide them into groups by LETTER. Example: All "A" cards will be in the same group. The cards should be labeled with a letter and a number as follows. Use as many numbers as needed to form small groups of 3-4 students. The cards should be labeled:

A1, A2, A3, A4, etc.
P1, P2, P3, P4, etc.
V1, V2, V3, V4, etc.

B. The students in the "A" group will solve the two problems involving area calculations. The students in the "P" group will solve the problems involving perimeter calculations. The students in the "V" group will solve the problems involving volume calculations. Assign only two problems for each group during this part of the lesson.
C. Allow only 10-15 minutes for the group to complete the problems. Each person in the group must be able to explain the solution.
D. The students will form new groups according to the NUMBER on the card. Example: A1, P1, V1 will all be in the same group.
E. Assign the new groups one area, one perimeter, and one volume problem.
F. Allow more time for the second group to work the problems. The students will help each other solve this set since each student is familiar with the type of problem from the previous group.
G. The teacher will monitor the groups and assist in problem solving, answering questions or check the group's answers.

VI. **Extensions or Variations**

The group activity may be used with any topic in mathematics problem solving.

FRACTIONS

Presented by Marigene Margevicius

I. **Level** GED - Fractions

II. **Type of lesson** Fractions - Word Problems

III. **Objective(s)**

The objective of this lesson is to gain an understanding of the solution process of fraction word problems.

IV. **Materials**

A worksheet including any word problems applying addition, subtraction, multiplication and division of fractions will be used in this lesson.

V. **Procedure(s)**

A. Divide the class into small groups of three to four students.
B. Hand out the problem sheet and allow the students a set amount of time.
C. The students will share answers with each other and also various methods of solving the problems with each other.
D. The teacher will monitor the groups and assist in problem solving, answering questions or checking the group's answers.

VI. **Extensions or Variations**

The group activity may be used with any topic in mathematics problem solving.

IT'S A MATCH

Presented by Helen Poti

I. **Level** GED - Literature

II. **Type of lesson** Vocabulary Development in Pairs

III. **Objective(s)**

A. To increase one's knowledge of new words by comparison, association, and the use of a dictionary.
B. Work with a partner to match a confusing sentence with a familiar sentence.

IV. **Materials**

A. Teacher-made worksheet set up in two columns.
B. Dictionaries
C. Red pens

V. **Procedure(s)**

A. Teacher will write two samples on the board in the format of Column I and Column II.
B. Volunteers from the class will identify and underline on the board ten vocabulary words which seem confusing.
C. Each student will use his dictionary and look up the ten words.
D. Teacher will write a simple definition above the words as the definitions are offered by the students.
E. Together the teacher and students will correctly match the two sentences from Column II with the two sentences in Column I.
F. In pairs, the students will follow the same procedures and correctly do all the exercises on the worksheet provided by the teacher.

VI. **Extensions or Variations**

A. The teacher has another resource for thirty popular Christmas carols.
B. The same procedure can be followed to identify the familiar seasonal songs.

IT'S A MATCH (p. 2)

SAMPLES

COLUMN I	COLUMN II
1. Exclusively vitreous objects containing a resilient pectin ought to be permanently designated as such; not so for homo sapiens.	A. Practice makes perfect confusion.
2. To perform certain maneuver habitually renders the practitioner vitiated.	B. Only jelly jars should be labeled, not people.

PERCENTS

Presented by Marigene Margevicius

I. **Level** GED - Math

II. **Type of lesson** GED Percents Word Problems with a review of fractions and decimals.

III. **Objective(s)**

The objective of this lesson is to practice solving word problems with percents and to review fractions and decimals problem solving in the process.

IV. **Materials**

A worksheet including any word problems applying addition, subtraction, multiplication and division of fractions, decimals and percents will be used in this lesson.

V. **Procedure(s)**

A. Divide the class into small groups of three to four students.
B. Hand out the problem sheet and allow the students a set amount of time.
C. After approximately 15 minutes, hand out a second worksheet which has the answers to the first problem set However, these answers must be calculated using skills learned during the previous class sessions.
D. The students must match the answers from the word problem sheet to the answers calculated from the skill practice sheet. (See sample answer sheet)
E. The group will continue to work out solutions until all the answers are matched correctly.

VI. **Extensions or Variations**

The group activity may be used with any topic in mathematics problem solving.

GED MATH

Answer Sheet (Sample)

Percents Lesson (With Review of Fractions, Decimals)

Exercise 15/16 Worksheet

Select Answers from Exercise 15/16 From These Choices:

A. $\frac{2700}{900}$

B. $\frac{1245}{100}$

C. 4000 X 0.8

D. 600÷.4

E. 14700%

F. $\frac{152}{4}$

G. 5) 105000

H. $\frac{88}{4}$

I. 5% X 4600

J. 3600%

A PICTURE IS WORTH 1000 WORDS

Presented by Susan Sheehan

I. **Level** GED - Social Studies

II. **Type of lesson** Reading Graphics

III. **Objective(s)**

A. Students will gain practice in reading pictorial information types that may appear on the GED test.
B. Students will understand how a writer uses pictorial information to support a point.

IV. **Materials**

Contemporary's New GED
Sample of charts, graphs, maps, tables, and editorial cartoons focusing on one topic.

V. **Procedure(s)**

A. 1. Students have read pp. 198-210 GED and completed all exercises.
   2. Students have brought in sample graphics focusing on one topic.
B. 1. Teacher will collect graphics and add her own samples. Then she will divide the class into groups.
   2. Each group will receive samples of graphics.
   3. Each group studies its graphs to discover main idea and stand of author on the topic.
C. Each group shares results with class.
D. 1. Whole class will discuss advantages/disadvantages of graphics.
   2. Whole class will discuss reading skills needed to decipher graphics.
E. Teacher will have students read p. 198, part 1 -- stress importance of graphics on test.

VI. **Extensions or Variations**

Use in all content areas of GED test.

WHAT'S THE SCORE?

Presented by Susan Sheehan

I. **Level** GED - Writing Skills

II. **Type of lesson** GED Essay Test

III. **Objective(s)**

A. Students will understand how the GED Essay Test is scored.
B. Students will prepare to take the GED Essay Test.

IV. **Materials**

Contemporary's New GED
Official Teaching Guide to GED

V. **Procedure(s)**

A. Students will review "Common Questions About the GED Essay", pp. 148-149 in ***Contemporary's New GED***.
B. Students will ask/discuss any other questions they may have about the essay test.
C. 1. Teacher will distribute pp. 14-15 from ***Official Teaching Guide to GED*** to student teams.
   2. Teams will discuss and underline important information.
D. 1. Teacher will distribute p. 17 (***Official***).
   2. Teams will discuss for clarity. Teams refer to pp. 142-147 (***Contemporary***) and follow steps for writing essay.
E. 1. Teacher will distribute sample GED essays, pp. 20-21, 25 (***Official***).
   2. Teams will edit essays and discuss strong and weak points of each.
   3. Teams share findings with whole group.
F. Teacher will distribute p. 16 (***Official***) "Essay Scoring Guide" and discuss.
G. 1. Students choose one GED essay topic from pp. 157-158 (***Contemporary***) and follow writing process.
   2. Student teams will critique these next class.

VI. **Extensions or Variations**

Student teams can grade other writing assignments 1, 2, 3, 4, 5, 6, to gain practice in seeing how GED essay is scored.

WRITING WORKOUT

Presented by Susan Sheehan

I. **Level** GED - Writing Skills

II. **Type of lesson** Writing A Descriptive Paragraph

III. **Objective(s)**

A. Students will follow the GED Writing Process to complete a team descriptive paragraph.
B. Students will gain knowledge of writing form other class members.

IV. **Materials**

Contemporary's New GED

V. **Procedure(s)**

A. Teacher will review "The 45 Minute Workout" on p. 127 before students begin to write.
B. Students will review pp. 136-137 to identify topic, purpose and audience.
C. 1. Students will break into teams to write a descriptive paragraph about a perfect vacation spot.
   2. Teams must follow writing process as explained on pp. 129-135.
   3. Teams must write the description using specific language (see p. 137).
D. Teams must select, brainstorm and organize ideas as seen on pp. 132-133.
E. Teams write joint rough draft. Refer to example on pp. 133-134.
F. Teams exchange works and critique writing process as followed. Also, teams indicate writing errors observed.
G. Teams return paragraphs to original teams to revise and edit. See pp. 134-135.
H. Teams submit final copy to teacher.

VI. **Extensions or Variations**

Students may practice this process exercise on other types of paragraphs.

IS YOUR THINKING CAP ON?

Presented by Susan Sheehan

I. **Level** GED - Reading

II. **Type of lesson** Reading/Thinking Skills

III. **Objective(s)**

A. Student will recognize different types of thinking skills needed in answering GED test questions.
B. Student will explore in pairs thinking skills and reading skills needed on the GED test.

IV. **Materials**

A. Contemporary's New GED
B. Transparency: "Pyramid of Thinking Skills" (GED 167)
C. Transparency: "Percentage of Question Types On GED" (GED 43)
D. Three handouts explaining question types.

V. **Procedure(s)**

A. 1. Students will complete Science pretest, pp. 20-25 in GED book.
   2. Students check their own tests.
   3. Students check content area of questions missed, p.43.
B. Teacher will refer students to science review section, pp. 327-420 and point out each subheading.
C. Teacher will show "Thinking Skills" transparency.
D. 1. Students will work in pairs to define each skill by reviewing pp. 167-197.
   2. Students will share findings with teacher and class.
E. Teacher will distribute handouts so that students can compare and alter definitions.
F. Teacher will show "Percentages" transparency and ask students to interpret.
G. Student pairs will work together to identify question types on the science pretest, pp. 20-25.
H. Whole group reviews findings and comes to a general consensus on results.
I. Students will check p. 43 to compare findings with answers in book.

VI. **Extensions or Variations**

A. Students may practice on other pretests.
B. Students may practice writing their own test questions using the different types.

IS YOUR THINKING CAP ON? (p. 2)

PYRAMID OF THINKING SKILLS

EVALUATION

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

MEMORY

PERCENTAGE OF QUESTION TYPES ON GED

GED TEST	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING
LITERATURE	60%	15%	25%	
SCIENCE	20%	30%	30%	20%
SOC. STUDIES	20%	30%	30%	20%

IS YOUR THINKING CAP ON? (p. 3)

QUESTION TYPES

1. Comprehension items require you to identify restated information or information that is paraphrased. They require you to summarize ideas or identify implications.

   EXAMPLE: All of the following statement can be verified by the passage except which one?

2. Application items require you to apply a rule and make a prediction of what would happen in a similar instance. They require you to use the information provided to solve a problem.

   EXAMPLE: From observation of the muskrat tracks, the most likely place to find its burrow would be in _____.

3. Analysis items require you to classify information. Sometimes you will be asked to distinguish or compare and contrast information presented.

   EXAMPLE: Contrary to common belief, camels do not carry water in their humps. The humps contain fat which in time of limited food supply is turned into water and sugar. A camel's hump is likely to be largest when the _____.

4. Evaluation items test your ability to identify opinions and/or recognize assumptions. Other evaluation items ask you to identify cause and effect relationships.

   EXAMPLE: Hardwoods have high densities and soft woods have low densities. Cutting and nailing hardwood is more difficult, but softwood dent and scratch more easily. Which builder would least likely need the information provided by the table?_____.

QUESTIONING FOR QUALITY THINKING

KNOWLEDGE - Identification and recall of information
Who, what, when, where, how _____?
Describe _____.

COMPREHENSION - Organization and selection of facts and ideas
Retell _____ in your own words.
What is the main idea of _____?

APPLICATION - Use of facts, rules, principles
How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

ANALYSIS - Separation of a whole into component parts
What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web _____.
How does _____ compare/contrast with _____?
What evidence can you present for _____?

SYNTHESIS - Combination of ideas to form a new whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____
with _____?
What solutions would you suggest for _____?

EVALUATION - Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____ according to _____.
How would you decide about _____?
What criteria would you use to assess _____?

IS YOUR THINKING CAP ON? (p. 5)

BLOOM'S TAXONOMY

LEVEL 1 KNOWLEDGE

Ability to remember-recognize or recall - facts, names, places, trends, method, sequence, categories and previously learned generalizations or theories.

LEVEL 2 COMPREHENSION

Ability to know what is being communicated. It contains three sub-categories:
Translation - Changing information into one's own words.
Interpretation - Recording ideas and establishment of relationships.
Extrapolation - Making appropriate inferences based on given data.

LEVEL 3 APPLICATION

Ability to transfer learning, to solve problems by remembering and applying concepts, generalizations and appropriate skills with little or no direction given.

LEVEL 4 ANALYSIS

Ability to break down an idea into its component parts and examine the relationship or organization of the parts to the whole.

LEVEL 5 SYNTHESIS

Ability to put together parts to forma whole, to solve a problem using creative thinking that produces an end result not clearly there before.

LEVEL 6 EVALUATION

Ability to make a judgment or assessment of good or bad, right or wrong, etc. according to external or internal sources.

ROUND AND ROUND WE GO

Presented by Helen Poi

I. **Level** GED - English Grammar

II. **Type of lesson** Large Group Interaction

III. **Objective(s)**

A. To review some basic English grammar principles.
B. To use an activity called "Who has . . . ? I have."

IV. **Materials**

A. A teacher-made question loop of twenty questions.
B. Twenty 3x5 index cards each containing one answer and one question.

V. **Procedure(s)**

A. Students and teacher will sit in one large circle.
B. Each student will select one index card from the teacher as she holds the cards in her hand, blank sides facing the student.
C. The teacher begins by reading the question on her card: "Who has . . . ?
D. The student holding the card with the correct answer says, "I have. The answer is . . . ."
E. Then that same student reads the question on his index card.

VI. **Extensions or Variations**

A. For the following class period the teacher could assign another topic to the entire class.
B. The students could work in pairs to make their own loop of twenty questions and answers.
C. Then the students could print their questions and answers on index cards.
D. When the students are finished with the assignment, the teacher could choose one of the new loops and use it on the entire class.

ROUND AND ROUND WE GO (p. 2)

---

chosen

Who has the prepositions in this sentence? "The Canadian goose was covered with oil from the tanker on the rocks in the harbor."

---

with, from, on, in

Who has the subject of this sentence? "On hot summer days, my dog sleeps in the cool shade."

---

dog

Who has the verb in this sentence? "Once a day the boys run across the street to the store."

---

run

Who has the part of speech which is every person, place, and thing?

---

noun

Who has the part of speech which takes the place of a noun?

---

pronoun

Who has a list of personal pronouns?

I, you, he, she, it, we, they

Who has the part of speech which describe a noun? Example: a young man (young)

---

adjective

Who has the part of speech which expresses action or a state of being?

---

verb

Who has the part of speech which frequently ends in "ly"?

---

adverb

Who has the conjunction in this sentence? "She bought meat and potatoes."

---

and

Who has examples of interjections?

---

yuck! yippee! hey!

Who has the questions usually answered by an adverb?

---

how when where

Who has the punctuation mark that is used in contractions to take the place of a missing letter or letters? Example: can't

---

ROUND AND ROUND WE GO (p. 3)

apostrophe

Who has the correct spelling of "occasional"?

---

o - c - c - a - s - i - o - n - a - l

Who has the punctuation marks that are used to set off someone's exact words?

---

quotation marks

Who has the number of minutes permitted for writing the GED essay?

---

forty-five

Who has the correct spelling for they're, meaning "they are"?

---

t - h - e - y ' r - e

Who has the punctuation mark that is used before and in a series of three or more compound elements? Example: Margaret turned, smiled, and walked out of the room.

---

comma

Who has the verb that agrees with the subject in this sentence: "My sister, along with her two children, _____ camping in the mountains this weekend."

---

is

Who has the past-participle form of the verb "choose"?

HURRICANE ANDREW

Presented by Helen Poi

I. **Level** GED - Writing Skills, Social Studies, and Literature

II. **Type of lesson** Jigsaw

III. **Objective(s)**

A. To assimilate, interpret, and share information on a current topic in the news.
B. To write a summary essay using facts received from each of the five student "experts".

IV. **Materials**

A. Newspaper and Newsweek articles on Hurricane Andrew.
B. Charts, graphs, maps, and cartoons on Hurricane Andrew.

V. **Procedure(s)**

A. Teacher will divide the class into five groups of four or five students each.
B. Each group will study and then discuss its one kind of information.
C. The students will hi-lite the key concepts presented in the article, map, chart, graph, and cartoon.
D. Students will then move to a second group based on index cards given to them at the beginning of the class.
E. The assignment is to gather unique information from each of the other experts on the various aspects of Hurricane Andrew.

VI. **Extensions or Variations**

A. Some of the less confident students decided on their own to exchange notes when they were in their second group.
B. They did not want to verbally give the main points of their sub-topic to the group.
C. Instead, they felt more comfortable copying the notes from each "experts" written paper.

THE HUMOR IN POLITICS

Presented by Helen Poi

I. **Level GED** - Social Studies: Political Science, Economics, And Behavioral Science

II. **Type of lesson** Think, Pair, and Create Questions

III. **Objective(s)**

A. To Comprehend one editorial essay and one political cartoon.
B. To write three original practice test questions on them.

IV. **Materials**

A. Seven Editorial Essays
B. Seven Political Cartoons

V. **Procedure(s)**

A. Students will skim their 14-page handout consisting of 7 editorial essays and 7 political cartoons.
B. Each student will choose a partner with whom they wish to work.
C. Teacher will make sure that each topic was chosen by a pair of students.
D. In their small groups, the students will either hi-lite or underline the five key concepts in the editorial essay.
E. Each group will compose five multiple choice questions using both the essay and the cartoon.

VI. **Extensions or Variations**

A. In the next class the teacher will return the answer page to the students who prepared it.
B. The teacher will randomly distribute the student-made questions to other groups for them to answer.
C. Note: In order to be able to intelligently answer the six other groups' sets of questions, the class was assigned as homework to carefully read and study the other six essays which they had not read in class.

Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

Adams, Dennis M., and Mary E. Hamm. 1990. ***Cooperative Learning, Critical Thinking and Collaboration Across the Curriculum.*** Charles C. Thomas, Springfield: ILL

A very comprehensive book on cooperative learning. Implications from society and the workplace are described. The differences between traditional approaches and cooperative activities are detailed. The structures and evaluations are outlined. Written to be applied to a variety of age groups.

Blanchard, Kenneth. 1982 ***The One Minute Manager.*** Berkley Books, New York: NY.

A useful book to help educators understand management in the business community and the role of education in industry.

Bonstingl, Jay. 1992. "The Total Quality Classroom," ***Educational Leadership.*** (March).

A very informative article that describes the reasons for the organization and authority structures of schools by comparing them to industry. It is a very persuasive article in defense of changing the authority structures in business and industry based upon W. Edward Deming's philosophy.

Bruffee, K.A. "The Art of Collaborative Learning." ***Change*** 19, no. 2 (March-April) : 42-47.

An excellent article describing the concept of collaborative approaches. The supporting research is cited and key points outlined. Examples are selected from several areas such as the classroom, community, and the workplace. The traditional view of teacher's authority is challenged, and the article describes the ways that collaborative approaches help prepare students for effective interdependence in an increasingly collaborative world.

Coelho, Elizabeth, Lise Winer, and Judy Winn-Bell. 1989. ***All Sides of the Issues: Activities for Cooperative Jigsaw Groups***. Prentice Hall, Old Tappan: NJ.

A comprehensive resource guide for using the "jigsaw" technique of cooperative learning. It describes approaches to use with a wide range of age groups and audiences. The directions are clear and concise. Actual activities and evaluation materials are included. Major issues such as environmental concerns and multiculturalism are some of the topics for the activities. Teachers in the language arts, reading, and social studies areas from sixth grade to adult will find this an invaluable resource.

Cross, K. Patricia, 1992. ***Adults As Learners***. Josey-Bass Inc., San Francisco:CA.

An informative synthesis of research and theory concerning adult learners. Key questions about adult motivation and participation are discussed.

Dansereau, D.F. 1987. "Transfer from Cooperative to Individual Studying." ***Journal of Reading***. 30(7).

This article describes the differences between a collaborative approach and cooperative techniques. Includes topics about student thinking and evaluation.

Ennis, Rex. 1990. "Learning in Small Adult Literacy Groups." ***Australian Journal of Adult and Community Education***. 30(2).

This article provides insight into another country's adult education problems and how they were addressed. It discusses the changing society and the need for small group collaborative approaches. The use of tutors is addressed as well as some suggestions for staff development.

Gall, M. 1984. "Synthesis of Research on Teachers' Questioning." ***Educational Leadership***. (Nov.).

Useful article to heighten awareness of the kinds of qestions that are prevalent in classrooms. An excellent method for analyzing the instructional process.

Glasser, William. 1986. ***Control Theory in the Classroom***. Harper & Row, new York:NY.

A very useful book that presents an insightful analysis of the problems of the traditional formats in school. He discusses the rationale for the use of team learning approaches. Classroom activities are included with special emphasis on manager tips for teachers.

Imel, Susan. 1991. "Collaborative Learning in Adult Education." ***ERIC Digest***. no.113. (EDO-CE-91-113).

This article presents a clear and concise description of collaborative learning. The importance of the environment and the changing roles for teachers and students are stressed. Although the benefits and problems are discussed, the difference between collaborative approaches and cooperative techniques is not mentioned. The article stresses the need for more empirical support for this approach in adult classrooms.

Johnson, D.W. and R.T. Johnson. 1989. ***Cooperation and Competition: Theory and Research***. Interaction Book, Edina:MN.

An excellent book documenting the results of over 600 studies. The reports are categorized according to grade and age.

Kagan, Spencer. 1992. ***Cooperative Learning***. Resources for Teachers, San Juan Capistrano: CA.

A complete resource book for teachers in any situation and grade level. Kagan defines cooperative learning and defends his approach of learning structures. Many practical activities are included. References are very helpful. The activities are categorized to help teachers when planning a lesson. This book is a must for anyone who is interested in cooperative learning.

Kazamek, Francis E. 1988. "Necessary Changes: Professional Involvement in Adult Literacy Programs." ***Harvard Educational Review.*** 58(2).

An impressive and persuasive article that stresses the need for changes in adult education. A holistic methodology is offered that is based upon dialogic and socially oriented instructional strategies, such as collaborative approaches and cooperative techniques.

Knowles, Malcom. 1990. ***The Adult Learner: A Neglected Species.*** Gulf Publishing Company, Houston: TX.

A comprehensive book that is invaluable to an adult education professional. Theories of learning are discussed as well as how those theories apply to adult learners. A section on human resource development is excellent for addressing organizational needs. The charts and competency lists are very useful.

Lebow, Tasha. 1992. "Cooperative Learning: An Alternative to Tracking." ***Equity Coalition for Race, Gender, and National Origin.*** 3(1) Autumn.

Although the focus is not on adult learners, the article presents the information on cooperative learning in a clear and concise format. A good overview of cooperative learning.

MacGregor, J. 1990. "Collaborative Learning: Shared Inquiry as a Process of Reform." ***New Directions for Teaching and Learning.*** no.42.

This article outlines the rationale for group work and describes the changing roles for the teacher and student.

Manera, Elizabeth S., and Heidi Glockhamer. 1988-89. "Cooperative Learning: Do Students "Own" The Content?" ***Action in Teacher Education.*** X (4) (Winter).

An excellent article that stresses the difference between just putting students in groups to work, and the effects of structured cooperative learning activities. It includes a good section on ESL.

McNergney, Robert, and Martin Haberman. 1988. "Cooperative Learning: Can It Work Beyond Elementary Grades?" ***NEA Today.*** (March).

A one page article that highlights the five most common approaches in cooperative learning. The results of a study using these approaches in grades 7-12 are documented. It offers several interesting conclusions as well as material for thought on using these approaches with adult learners.

Millis, B.J. 1990. "Cooperative Learning Strategies for Continuing Education Faculty." ***Continuing Education: A Critical Reflection. Proceedings of the 1990 Annual Conference of Region II, National University Continuing Education Association.*** Binghamton, NY. (ERIC Document ED 324455).

Cooperative learning components are related to adult learners' needs. Specific procedures are described.

Novotny, Adrian, Roger G. Seifert, and David R. Werner. 1991. "Collective Learning: A Pro-Social Teaching Strategy for Prison Education." ***Journal of Correctional Education.*** 42 (2).

Although the article refers to the instructional strategy as collective learning, the concepts and procedures described resemble collaborative approaches. This is one of the few articles that address the prison population.

Packer, Arnold H. 1992. "Taking Action on the SCANS Report." ***Educational Leadership.*** (March).

The article begins with a description of a collaborative approach in a high school chemistry class; this is compared to a traditional class approach. It stresses the need for collaborative approaches to meet the needs of future employers. The SCANS Report from the U.S. Department of Labor is outlined.

Schneider, Helen M. 1986. "The Peer Approach to Adult Learning." ***Equity & Excellence***. 24(3).

Not an article on cooperative learning, but an article that applies the collaborative approach to an instructional strategy in writing process. It focuses on adult learners in college writing classes.

Slavin, Robert E. 1980. "Cooperative Learning." ***Review of Educational Research***. 50(2).

A research report that supports the utility of cooperative learning. Studies were completed in traditional school settings.

Slavin, Robert E. 1988. "Cooperative Learning and Student Achievement." ***Educational Leadership***. 46(2).

Slavin supports the need to use the structures of cooperative learning to reap the benefits.

Slavin, Robert E. 1991. "Synthesis of Research on Cooperative Learning." ***Educational Leadership***. (Feb.).

A very comprehensive article that highlights the research on cooperative learning. The models, methods, and structures are described. It stresses the usefulness of cooperative learning in diverse situations.

Sheridan, Jean. 1989. " Rethinking Andragogy: The Case for Collaborative Learning in Continuing Higher Education." ***Continuing Higher Education.*** (Spring).

An excellent article that addresses adult education as a field. The traditional concepts and approaches are challenged. However, the article stresses the need for collaborative approaches, but doesn't outline the need for the structures of cooperative learning to realize the benefits.

Soifer, Rena, and Martha Irwin, Barbara M. Crumrine, Emo Honzaki, Blair Simmons, and Deborah L. Young. 1990. ***The Complete Theory to Practice Handbook of Adult Literacy.*** The Teachers College Press, New York:NY.

An excellent resource book to help adult educators implement educational reform in classrooms. It includes an excellent section on GED using whole language techniques.

Thistlewaite, Linda. 1989. "Reading, Writing, and Cooperative Learning in a JTPA Summer Program." ***Adult Literacy and Basic Education.*** 13(2).

An excellent article that describes the traditional isolated approaches to adult education and the effects of cooperative learning strategies. Very practical for adult education teachers.

Timpson, William. 1988. "Paulo Freire: Advocate of Literacy Through Liberation." ***Educational Research***. (Feb.).

This article outlines the values of Paulo Freire, a Brazilian literacy advocate. It stresses the need for instruction to be empowering to the student. Implications for empowerment in educational reform are discussed.

Watson, Dan, and Lyle Rangel. 1989. "Classroom Evaluation of Cooperative Learning." ***The Education Digest***. (Nov.).

A clear and concise article that suggests what administrators should look for when evaluating a cooperative learning lesson. It can be very helpful when planning a lesson as well.

Whipple, William R. 1987. "Collaborative Learning." ***AAHE Bulletin***. (Oct).

A very useful article that outlines the components to look for when planning or evaluating a collaborative learning approach.

* NEWSLETTER*

Cooperative Learning and College Teaching. edited by Dr. Jim Cooper. CSU Dominguez Hills, 1000E. Victoria St. Carson, CA 90747.

This is a very exciting and informative newsletter that was funded by a grant. Three issues were published: Fall, 1992; Winter, 1993; and Spring, 1993. It is useful to educators in other educational settings that college. A subscription is available beginning with Vol. 4 beginning with a Fall 1993 issue. Call 405-372-6158 for more information.

Appendix

SUMINAGASHI MARBLING

Suminagashi is the simplest method of marbling. Originating in Japan, it is believed to be the oldest form of the art. Beautiful, freestyle patterns can be created by dropping single drops of ink mixed with a dispersant into water. The inks form rings of color which are blown into swirled designs.

Supplies:

a pan or tray to hold water (about 2" of water is sufficient)
Sumi brushes or eyedroppers to drop the colors with
Sumi inks from Boku-Undo
Kodak Photo-Flo 200 (the dispersant)
Speedball block printing paper called Printmaster

Supply Sources:

Boku-Undo USA Inc.
594 Broadway, Suite 1003
New York, NY 10012
212-226-0988
(inks, brushes)

Colophon Book Arts Supply
3046 Hogum Bay Road SE
Olympia, WA 98506
206-459-2940
(inks)

Diana Mauer
Box 78
Spring Mills, PA. 16875
814-422-8651
(inks, photo-flo, brushes)

Dick Blick Art Materials Supplement
P.O. Box 1267
Galesburg, IL. 61401
1-800-447-8192
(Printmaster paper)

Procedures:

Fill a pan with approximately 2 inches of water. Mix one drop of Photo-Flo with two drops of ink in a separate dish. Dip the end of the brush into the ink and slightly touch the surface of the water. The ink will spread out into a circle. The next drop should

be placed in the center of the first circle. The original circle will spread out to accommodate the next color. Keep doing this until you have built several rings of color. Next, blow gently on the circles to swirl the colors into a design. When you are satisfied with the design, gently lay a piece of the Printmaster paper on the surface of the water. The design will print on the paper. Pick up the paper and pat it dry or lay it between several layers of newspaper. The ink is permanent and will not come off. To keep the paper from curling, keep it in the newspaper until it is dry.